

Application #	
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## LOCAL EDUCATIONAL AGENCY PLAN

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**LEA Plan Information:**

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Name of Local Educational Agency (LEA): Garvey School District

County/District Code: 19-64550

Dates of Plan Duration (should be five-year plan): July 1, 2016 - June 30, 2021

Date of Local Governing Board Approval: July 25, 2016

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District Superintendent: Anita Chu

Address: 2730 N. Del Mar Avenue

City: Rosemead Zip code: CA 91770

Phone: 626-307-3444

Fax: 626-307-1964

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**Signatures** (Signatures must be original. Please use blue ink.)

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The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Anita Chu

7/25/2016

*Anita Chu*

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Printed or typed name of Superintendent

Date

Signature of Superintendent

Maureen Chin

7/15/2016

*Maureen Chin*

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Printed or typed name of Board President

Date

Signature of Board President

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**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

**Planned Improvement in Student Performance in Reading**

*(Summarize information from district-operated programs and approved school-level plans)*

All students and all subgroups will meet or exceed the Common Core Standards in ELA/Literacy, as measured by Smarter Balanced Assessments (SBAC).

All students will meet or exceed District benchmarks in ELA for each grade level.

Students with Disabilities will reach expected content targets (e.g., Common Core State Standards or Core Content Connectors) in ELA/Literacy, as measured by SBAC and/or California Alternate Assessments (CAAs).

ELL students will demonstrate one year of growth each year in English Language Development.

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: <i>All Students</i> The District will continue to align reading instruction with Common Core State Standards in ELA/Literacy through the following activities:</p> <p>1) Refine Curriculum Guides</p> <ul style="list-style-type: none"> <li>• Refine English Language Arts (ELA) Curriculum Guides for Grades K-8 to align to Common Core State Standards.</li> <li>• Refine K-8 Science Curriculum Guides to align to New Generation Science Standards (NGSS). Integrate ELA Standards into Science Standards as appropriate.</li> <li>• Develop K-8 Social Science Curriculum Guides aligned to content standards. Integrate ELA Standards into Social Science Standards as appropriate.</li> </ul> <p>2) Revise Academic Vocabulary lists aligned to Common Core State Standards for each grade level in ELA, Science, and Social Studies.</p> <p>3) Implement Districtwide Academic Vocabulary instruction in all subject areas.</p> <p>4) Develop/Utilize District standards-based assessments in reading to assess the standards taught in each</p>	<p>Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers, Instructional Staff</p> <p>2016-2017</p>	<p>Extra-Assignment</p>	<p>\$80,000</p>	<p>Title I Title II LCAP</p>

<p>instructional period as outlined in grade level curriculum guides.</p> <p>5) Implement effective reading strategies in all core content areas.</p> <p><b>Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Examine the Common Core State Standards and their inclusion in IEP goals and objectives to meet the individual instructional needs of students (the Trellis Concept).</li> <li>• Specifically review the standards that provide the basis for the SBAC and CAA tests and ensure that these standards are taught in all Special Education classrooms.</li> <li>• Discuss District Benchmark assessments with coaches and staff from Learning Support Services in order to choose/align Benchmarks appropriately to instructional level of students in SDC classes.</li> <li>• Annually use assessments such as Dibels, Running Records, etc. to determine current, specific student needs in language arts. District assessment results will be reviewed as a supplement to Special Education assessments.</li> <li>• Provide collaboration between Academic Coaches and Special Education teachers to assist in use of core curriculum and modification of curriculum as needed.</li> <li>• Examine the remediation and extension materials in the core curriculum program.</li> </ul> <p><b>English Learners (EL)</b></p> <ul style="list-style-type: none"> <li>• Provide daily designated ELD to develop English language proficiency in reading, writing, speaking, and listening, as defined in the new ELD Standards.</li> <li>• Provide integrated ELD in all core content instruction with language objectives that are aligned to the ELD Standards, to ensure access to core curriculum.</li> </ul>	<p><b>SWD</b> Special Education Administrators and Instructional Staff</p> <p>2016-2017</p> <p><b>EL</b> Learning Support Services Administrators; EL Interventionists</p> <p>2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:  <i>All Students</i>  <u>Materials</u></p> <ul style="list-style-type: none"> <li>• Purchase and use supplemental common core aligned materials to enhance quality of common core instruction.</li> <li>• Conduct a pilot study and adopt new ELA/ELD instructional materials that are aligned to Common Core State Standards and new ELD Standards.</li> <li>• Provide training on the effective use of the adopted instructional materials from the publishers and ongoing follow-up support from the District Learning Support Services administrators and academic coaches, with a special emphasis on meeting the challenge of struggling readers.</li> </ul> <p><u>Strategies</u></p> <ul style="list-style-type: none"> <li>• Ensure that all classroom teachers align objectives for daily lessons to Common Core State Standards.</li> <li>• Ensure that all objectives include the learning evidence/outcome expected for the lesson.</li> <li>• Ensure that all activities are aligned to the objectives.</li> <li>• Ensure that all lessons include checking for understanding throughout the lesson to ensure that students have learned the objective(s).</li> <li>• Develop common formative assessments collaboratively to evaluate student work aligned to standards.</li> </ul>	<p>Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers and Instructional Staff</p> <p>2016-2017</p>	<p>Instructional Materials (Core)</p> <p>Instructional Materials (Supplemental)</p> <p>Consultant</p> <p>Extra-Assignment</p>	<p>\$700,000</p> <p>\$30,000</p> <p>\$20,000</p> <p>\$300,000</p>	<p>General Fund/LCAP</p> <p>Title I</p> <p>Title I/Title II</p> <p>Title I/Title II</p>

<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Utilize core curriculum in SDC and RSP classes as appropriate.</li> <li>• Examine the remediation and extension materials in the core curriculum program for appropriate use with special education students.</li> <li>• Identify and use research-based Language Arts strategies and state approved supplemental materials with students unable to access grade level core curriculum.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Identify and purchase supplemental materials and resources (including print and online) to enhance designated and integrated ELD instruction for EL students based on language proficiency levels.</li> <li>• Develop language objectives in core content instruction that are based on the new ELD standards and align teaching and learning activities to the objectives.</li> <li>• Implement effective ELD strategies in all classrooms.</li> </ul>	<p><b><i>SWD</i></b>  Special Education and Learning Support Services Administrators, Special Education Administrators and Instructional Staff, Principals  2016-2017</p> <p><b><i>EL</i></b>  Learning Support Services Administrators, Principals, EL Interventionists, Teachers and Instructional Staff  2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p><b>All Students</b></p> <ul style="list-style-type: none"> <li>• Refine the Response to Intervention (RtI) models with clearly-defined programs and services for each tier of needs.</li> <li>• Provide Response to Intervention (RtI) targeted intervention for struggling students who need additional time during the day and/or in extended-day manner.</li> <li>• Provide structured time and adopted curriculum for use in RtI programs districtwide.</li> <li>• Provide alternative supports (e.g., extended-day tutoring and intervention) to students eligible for Supplemental Education Services (SES) under the NCLB Act (Program Improvement regulations), in the 2016 -17 transition year.</li> </ul> <p><b>Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Refine the RtI model to provide multiple tiers of programs and services for special education students in both general education and special education settings as appropriate.</li> </ul> <p><b>English Learners</b></p> <ul style="list-style-type: none"> <li>• Hire EL Interventionists to work with priority and high priority EL students who need additional ELD instruction beyond what is provided by the classroom teacher.</li> <li>• Pull students for additional instruction with EL Interventionists during non-core instructional time.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers, and Instructional Staff</p> <p>2016-2017</p> <p><b>SWD</b> Special Education Administrators &amp; Instructional Staff 2016-2017</p> <p><b>EL</b> Learning Support Services Administrators, EL Interventionists, Principals 2016-2017</p>	<p>Intervention Materials</p> <p>Extra-Assignment (RtI Programs)</p> <p>Alternative Supports Programs</p>	<p>\$150,000</p> <p>\$100,000</p> <p>\$100,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Acquire additional computing devices to reduce the students to computers ratio.</li> <li>• Upgrade District local area network (LAN) bandwidth to at least 1 Gbps and District Internet speed to at least 1 Gbps .</li> <li>• Provide a mobile computing device, video projector, and document camera for each teacher.</li> <li>• Increase the availability and use of interactive whiteboards, interactive pads and classroom response systems as a tool to increase student learning.</li> <li>• Make the existing computing devices always available and the Internet always accessible as needed for reading instruction.</li> <li>• Prioritize the use of available computing hardware for reading instruction.</li> <li>• Increase before/after school access to computers in the reading intervention programs.</li> <li>• Identify, evaluate, and purchase specialized technology and software packages that support students’ mastery of reading standards.</li> <li>• Identify and share on-line resources/including shared/free Web 2.0 tools that support reading standards.</li> <li>• Provide teacher trainings and periodical reviews on reading curriculum-embedded educational software.</li> <li>• Provide teacher trainings and periodical reviews on high-quality reading software applications as well as shared/free Web 2.0 tools.</li> <li>• Provide Library Technicians to support technology integration.</li> </ul>	<p>Superintendent, Educational Technology Director, Principals, Teachers, and Technology Support Staff.</p> <p>2016-2017</p>	<p>Technology Equipment and Supplies</p> <p>Classified Salaries &amp; Benefits</p>	<p>\$150,000</p> <p>\$65,000</p>	<p>Title I</p> <p>Title I</p>

<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Review software appropriate to different instructional levels</li> <li>• Provide assistive technology and other technological resources to enhance learning in the classrooms.</li> <li>• Use technology applications for speech remediation.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Identify and purchase software needed to help ELL students more effectively learn the ELD standards.</li> </ul>	<p><b><i>SWD</i></b>  Special Education Administrators, Ed Technology Director, Special Education Teachers  2016-2017</p> <p><b><i>EL</i></b>  Learning Support Services Administrators, EL Interventionists, Teachers &amp; Instructional Support Staff  2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p><b>All Students:</b></p> <ul style="list-style-type: none"> <li>• Provide districtwide professional development for all general education and special education teachers and instructional assistants on: <ul style="list-style-type: none"> <li>* Common Core State Standards in ELA/Literacy</li> <li>* Integration of ELA/Literacy Standards in other subject areas</li> <li>* Effective Use of Common Core Aligned ELA Instructional Materials (core and supplemental)</li> <li>* Standards-aligned Assessments (e.g., SBAC, school-/class-level formative assessments)</li> <li>* Response to Intervention (RtI) programs and services for various student subgroups</li> <li>* Educational technology integration</li> <li>* Curriculum Guides</li> </ul> </li> <li>• Provide weekly to monthly professional learning community (PLC) collaboration opportunities by grade span or department to deepen understanding of the district focus areas and to enhance classroom application and transfer. Utilize research-based protocols such as lesson study, inquiry cycle, and Professional Learning Communities (DuFour).</li> <li>• Conduct classroom walkthroughs (Learning Walks) with school and district staff to monitor progress and to identify action steps to enhance effectiveness.</li> <li>• Provide Academic Coaches to provide training and coaching support to assist teachers in implementing effective reading instruction in the classroom.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers &amp; Instructional Support Staff</p> <p>2016-2017</p>	<p>Extra-Assignment &amp; Substitute Cost</p> <p>Certificated Salaries &amp; Benefits (Academic Coaches)</p>	<p>\$100,000</p> <p>\$750,000</p>	<p>Title I Title II</p> <p>Title I</p>

<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Provide districtwide professional development for both general education and special education instructional staff on: <ul style="list-style-type: none"> <li>* Research-based strategies for students with disabilities, including those with challenging behavior.</li> <li>* RtI programs and services in reading for students with disabilities</li> <li>* Student Success Team (SST) process</li> <li>* Adaptations and modifications in curriculum, instruction, and assessments</li> </ul> </li> <li>• Provide training and coaching support for special education staff in specialized topics pertinent to their roles and responsibilities.</li> <li>• Include Special Education staff in PLC and collaboration discussions with general education staff and academic coaches.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Provide districtwide professional development for all instructional staff on: <ul style="list-style-type: none"> <li>* New ELD standards</li> <li>* Use of ELD materials (core and supplemental)</li> <li>* Designated and Integrated ELD instruction</li> <li>* Research-based strategies for English Learners</li> <li>* RtI programs and services for English Learners</li> <li>* EL assessments, reclassification, and monitoring</li> </ul> </li> <li>• Provide collaboration between classroom teachers and EL Interventionists to more effectively implement ELD standards in reading, writing, speaking, and listening.</li> </ul>	<p><b><i>SWD</i></b>  Special Education Administrators and Teachers   2016-2017</p> <p><b><i>EL</i></b>  Learning Support Services Administrators, EL Interventionists   2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The District will continue to employ the following strategies to ensure the meaningful involvement of staff, parents, and community in support of the reading achievement goals:</p> <ul style="list-style-type: none"> <li>• School Site Council—Each school will maintain a Site Council with staff, parent and community representatives to examine assessment data in reading and develop an improvement plan to address the areas of need as part of the comprehensive school planning process.</li> <li>• Student Assessment Reports (including SBAC reports, CELDT reports, Benchmark results, and District Report Cards)—State and District assessment reports are sent to parents with translations in major languages represented in the community.</li> <li>• Parent-Teacher Conferences—Parents are invited to attend two parent-teacher conferences at which teachers discuss the reading programs and assessment results.</li> <li>• District and Site Parent Advisory Committees—Presentations and discussions are conducted at District and site parent advisory committees (e.g., SAC, ELAC, DAC, DELAC, and ADELAC) focusing on the understanding of assessment results and District programs and services, as well as on the strategies to strengthen home-school partnership in promoting reading development.</li> <li>• Parent Education—A variety of monthly district-level</li> </ul>	<p>Learning Support Services Administrators, School Site Council, Principals, School Community Coordinators, Community Services Specialists, Translators, Babysitters</p> <p>2016-2017</p>	<p>Classified Salaries &amp; Benefits (Parent Support Services)</p> <p>Consultant Costs</p>	<p>\$25,000</p> <p>\$30,000</p>	<p>Title I</p> <p>Title I</p>

<p>parent institutes and computer classes are provided to increase parents' knowledge and skills in supporting their children's reading achievement. Additionally, through partnerships with outside agencies, Parent Institute for Quality Education (PIQE) and ESL classes are offered to help parents understand how to effectively be involved in their child's education and promote college attendance.</p> <ul style="list-style-type: none"> <li>• Provision of Translation and Interpretation Services— All parent meetings and written communications to parents and community members are provided with translation and interpretation services, by site-level bilingual school community coordinators and district-level community services specialists and translators, to ensure meaningful participation.</li> <li>• Provision of Support Services—Childcare and transportation services are provided at parent meetings/events when necessary.</li> </ul> <p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Support parent participation in the SELPA Community Advisory Committee (CAC).</li> <li>• Monitor to ensure that parents of each child in Special Education are invited to an annual IEP meeting (in addition to the two Parent Conference Days).</li> <li>• Provide Special Education parent support group meetings/events.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Recruit and support involvement of parents with English Learners in advisory committees and parent education programs/events.</li> </ul>	<p><b><i>SWD</i></b> Special Education Administrators &amp; Instructional Staff</p> <p>2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>The District will continue to explore and provide effective auxiliary services for students and parents in support of the reading goal:</p> <p>1) Preschool Transition Services</p> <ul style="list-style-type: none"> <li>• Parent Orientation—Parents of preschool students to meet with elementary school principals to obtain information on programs and parent involvement opportunities.</li> <li>• Vertical alignment and collaboration between preschool and kindergarten staff on reading standards and instruction.</li> </ul> <p>2) Transition Services for Intermediate School</p> <ul style="list-style-type: none"> <li>• Student Orientation—School tours and presentations on course offerings and registration.</li> <li>• Parent Orientation—Parent orientation night and presentations on academic standards and instructional programs;</li> <li>• Ongoing curriculum articulation meetings between 6<sup>th</sup> grade and 7<sup>th</sup> grade teachers to improve transition to intermediate school.</li> </ul> <p>3) Transition Services for High School</p> <ul style="list-style-type: none"> <li>• Student Orientation—School tours and presentations on course offerings and registration.</li> <li>• Parent Orientation—Parents are invited to attend orientation events at high schools.</li> <li>• Joint Professional Development &amp; Collaboration &amp; Partnership—Joint professional development and collaboration between Garvey and Alhambra USD administrators and instructional staff on curriculum alignment and student placement.</li> </ul>	<p>Learning Support Services Administrators, Principals, Director, Child Development, Academic Coaches, Teachers &amp; Instructional Support Staff</p> <p>2016-2017</p>	<p>Materials &amp; Supplies</p> <p>Classified Salaries &amp; Benefits (Parent Support Services)</p>	<p>\$5,000</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I</p>



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness: The District will continue to utilize a comprehensive monitoring process to ensure effectiveness of the reading programs and services.</p> <ul style="list-style-type: none"> <li>• Provide a district wide school planning process which engages site leadership teams in a comprehensive needs assessment based on the examination of reading assessment data from multiple State and local measures, the identification of school needs and goals, and the development of improvement plans.</li> <li>• Develop a districtwide set of progress indicators that specifics examples (and non-examples) of classroom-level implementation of common core state standards and the required instructional shifts.</li> <li>• Conduct regularly-held school visitations and classroom walkthroughs with the superintendent, instructional administrators, site principal, academic coaches, EL interventionists, and teacher representatives to monitor and support school and classroom level implementation of the common core state standards in ELA/Literacy, using the districtwide set of progress indicators.</li> <li>• Conduct formal evaluation and informal observations of classroom instruction and review of lesson plans by site principals, using the districtwide set of progress indicators as the guide.</li> <li>• Review student assessment data (including SBAC, CELDT, and District benchmark) to determine strengths and weaknesses to determine needed staff development and additional resources.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers &amp; Instructional Support Staff</p> <p>2016-2017</p>	<p>Extra-Assignment</p> <p>Substitute Costs</p>	<p>\$100,000</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I</p>

<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"><li>• Monitor IEPs for:<ul style="list-style-type: none"><li>○ Determination that the student is receiving</li><li>○ Sufficient inclusion time with peers.</li><li>○ Errors in reporting for CASMIS data.</li><li>○ Alignment of goals with standards.</li></ul></li><li>• Develop a plan in each SDC class for increased mainstream time, as appropriate for students.</li><li>• Work with teachers and provide training as needed based on monitoring results.</li></ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"><li>• Develop/adopt an effective tool/assessment for monitoring student progress throughout the year in meeting the ELD standards at each proficiency level.</li><li>• Adjust ELD program as needed if students are not making adequate progress in acquiring English.</li></ul>	<p><b><i>SWD</i></b> Special Education Administrators, Special Education Teachers</p> <p>2016-2017</p> <p><b><i>EL</i></b> Learning Support Services Administrators, Resource Teacher, Principals, EL Interventionists</p> <p>2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups: The District will continue to focus its resources to support the lowest performing student groups in reading:</p> <ul style="list-style-type: none"> <li>• Provide extended-time Reading Intervention Programs (including before, during, and after school programs for student groups with various reading needs.</li> <li>• Provide one-on-one and small group supplemental reading instruction by teachers and instructional assistants.</li> <li>• Develop and implement a districtwide RtI plan to provide systematic intervention programs targeted to specific needs of students and implement needed programs in each school.</li> <li>• Provide Read 180 classes for Grade 7 &amp; 8 students identified with critical needs in reading.</li> <li>• Develop and implement a district- and site-level plan to close the achievement gap to reduce disparity between Asian and Hispanic subgroups in reading.</li> </ul> <p><i>Students with Disabilities</i></p> <ul style="list-style-type: none"> <li>• Monitor to see that appropriate IEP goals are written based on testing.</li> <li>• Provide teacher collaboration opportunities for special education staff to examine student needs.</li> </ul> <p><i>English Learners</i></p> <ul style="list-style-type: none"> <li>• Provide EL interventionists to offer additional support for priority and high priority EL students.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Child Development Director, Academic Coaches, Teachers, and Instructional Support Staff</p> <p>2016-2017</p> <p><i>SWD</i> Special Education Administrators, Special Education Teachers 2016-2017</p> <p><i>EL</i> Learning Support Services Adm., Principals, EL Interventionists 2016-2017</p>	<p>Materials &amp; Supplies</p>	<p>\$120,000</p>	<p>General Fund/LCAP Title I</p>

10. Any additional services tied to student academic needs:				
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**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and Mathematics.**

**Planned Improvement in Student Performance in Mathematics**

*(Summarize information from district-operated programs and approved school-level plans)*

All students and all subgroups will meet or exceed the Common Core Standards in mathematics, as measured by Smarter Balanced Assessments (SBAC).

All students will meet or exceed District benchmarks in mathematics for each grade level.

Students with Disabilities will reach expected content targets (e.g., Common Core State Standards or Core Content Connectors) in mathematics, as measured by SBAC and/or California Alternate Assessments (CAAs).

ELL students will demonstrate one year of growth each year in English Language Development.

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: <b>All Students</b> The District will continue to align mathematics instruction with Common Core State Standards in mathematics through the following activities:</p> <ol style="list-style-type: none"> <li>1) Refine Curriculum Guides <ul style="list-style-type: none"> <li>• Refine Mathematics Curriculum Guides for Grades K-8 to align to Common Core State Standards.</li> <li>• Refine K-8 Science Curriculum Guides to align to New Generation Science Standards (NGSS). Integrate Mathematics Standards into Science Standards as appropriate.</li> </ul> </li> <li>2) Revise Academic Vocabulary lists aligned to Common Core State Standards for each grade level in mathematics.</li> <li>3) Implement Districtwide Academic Vocabulary instruction in mathematics.</li> <li>4) Develop/Utilize District standards-based assessments in reading to assess the standards taught in each instructional period as outlined in grade level curriculum guides.</li> </ol>	<p>Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers, Instructional Staff</p> <p>2016-2017</p>	<p>Extra-Assignment</p>	<p>\$80,000</p>	<p>Title I Title II LCAP</p>

<p>5) Implement effective research-based strategies that are aligned with the instructional shifts in common core state standards in mathematics.</p> <p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Examine the Common Core State Standards and their inclusion in IEP goals and objectives to meet the individual instructional needs of students (the Trellis Concept).</li> <li>• Specifically review the standards that provide the basis for the SBAC and CAA tests and ensure that these standards are taught in all Special Education classrooms.</li> <li>• Discuss District Benchmark assessments with coaches and staff from Learning Support Services in order to choose/align Benchmarks appropriately to instructional level of students in SDC classes.</li> <li>• Provide collaboration between Academic Coaches and Special Education teachers to assist in use of core curriculum and modification of curriculum as needed.</li> <li>• Examine the remediation and extension materials in the core curriculum program.</li> </ul> <p><b><i>English Learners (EL)</i></b></p> <ul style="list-style-type: none"> <li>• Provide integrated ELD in mathematics instruction with language objectives that are aligned to the ELD Standards, to ensure access to core curriculum.</li> </ul>	<p><b><i>SWD</i></b> Special Education Administrators and Instructional Staff</p> <p>2016-2017</p> <p><b><i>EL</i></b> Learning Support Services Administrators; EL Interventionists</p> <p>2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p><b>All Students</b></p> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>Fully implement the newly adopted mathematics curriculum.</li> <li>Provide training on the effective use of the adopted instructional materials from the publishers and ongoing follow-up support from the District Learning Support Services administrators and academic coaches, with a special emphasis on meeting the challenge of struggling students.</li> </ul> <p><u>Strategies</u></p> <ul style="list-style-type: none"> <li>Ensure that all classroom teachers align objectives for daily lessons to Common Core State Standards.</li> <li>Ensure that all objectives include the learning evidence/outcome expected for the lesson.</li> <li>Ensure that all activities are aligned to the objectives.</li> <li>Ensure that all lessons include checking for understanding throughout the lesson to ensure that students have learned the objective(s).</li> <li>Develop common formative assessments collaboratively to evaluate student work aligned to standards.</li> </ul> <p><b>Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>Utilize core curriculum in SDC and RSP classes as appropriate.</li> <li>Examine the remediation and extension materials</li> </ul>	<p>Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers and Instructional Staff</p> <p>2016-2017</p> <p><b>SWD</b> Special Education and Learning Support Services Administrators,</p>	<p>Instructional Materials (Core)</p> <p>Consultant</p> <p>Extra-Assignment</p>	<p>\$500,000</p> <p>\$30,000</p> <p>\$150,000</p>	<p>General Fund/LCAP</p> <p>Title I/Title II</p> <p>Title I/Title II</p>

<p>in the core curriculum program for appropriate use with special education students.</p> <ul style="list-style-type: none"> <li>Identify and use research-based mathematics strategies and state approved supplemental materials with students unable to access grade level core curriculum.</li> </ul> <p><b>English Learners</b></p> <ul style="list-style-type: none"> <li>Identify and purchase supplemental materials and resources (including print and online) to enhance mathematics instruction for EL students at each language proficiency level.</li> <li>Develop language objectives in mathematics instruction that are based on the new ELD standards and align teaching and learning activities to the objectives.</li> <li>Implement effective ELD strategies in all classrooms.</li> </ul>	<p>Special Education Administrators and Instructional Staff, Principals 2016-2017</p> <p><b>EL</b> Learning Support Services Administrators, Principals, EL Interventionists, Teachers and Instructional Staff  2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time: <i>All Students</i></p> <ul style="list-style-type: none"> <li>• Refine the Response to Intervention (RtI) models with clearly-defined programs and services for each tier of needs.</li> <li>• Provide Response to Intervention (RtI) targeted intervention for struggling students who need additional time during the day and/or in extended-day manner.</li> <li>• Provide structured time and adopted curriculum for use in RtI programs districtwide.</li> <li>• Provide alternative supports (e.g., extended-day tutoring and intervention) to students eligible for Supplemental Education Services (SES) under the NCLB Act (Program Improvement regulations), in the 2016 -17 transition year.</li> </ul> <p><i>Students with Disabilities:</i></p> <ul style="list-style-type: none"> <li>• Refine the RtI model to provide multiple tiers of programs and services for special education students in both general education and special education settings as appropriate.</li> </ul> <p><i>English Learners</i></p> <ul style="list-style-type: none"> <li>• Hire EL Interventionists to work with priority and high priority EL students to provide additional support in mathematics.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers, and Instructional Staff</p> <p>2016-2017</p> <p><b>SWD</b> Special Education Administrators &amp; Instructional Staff 2016-2019</p> <p><b>EL</b> Learning Support Services Administrators, EL Interventionists, Principals 2016-2017</p>	<p>Intervention Materials</p> <p>Extra-Assignment (RtI Programs)</p> <p>Alternative Supports Programs</p>	<p>\$150,000</p> <p>\$100,000</p> <p>\$100,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Acquire additional computing devices to reduce the students to computers ratio.</li> <li>• Upgrade District local area network (LAN) bandwidth to at least 1 Gbps and District Internet speed to at least 1 Gbps .</li> <li>• Provide a mobile computing device, video projector, and document camera for each teacher.</li> <li>• Increase the availability and use of interactive whiteboards, interactive pads and classroom response systems as a tool to increase student learning.</li> <li>• Make the existing computing devices always available and the Internet always accessible as needed for mathematics instruction.</li> <li>• Prioritize the use of available computing hardware for mathematics instruction.</li> <li>• Increase before/after school access to computers in the mathematics intervention programs.</li> <li>• Identify, evaluate, and purchase specialized technology and software packages that support students’ mastery of mathematics standards.</li> <li>• Identify and share on-line resources/including shared/free Web 2.0 tools that support mathematics standards.</li> <li>• Provide teacher trainings and periodical reviews on reading curriculum-embedded educational software.</li> <li>• Provide teacher trainings and periodical reviews on high-quality mathematics software applications as well as shared/free Web 2.0 tools.</li> <li>• Provide Library Technicians to support technology integration in mathematics instruction.</li> </ul>	<p>Superintendent, Educational Technology Director, Principals, Teachers, and Technology Support Staff.</p> <p>2016-2017</p>	<p>Technology Equipment and Supplies</p> <p>Classified Salaries &amp; Benefits</p>	<p>\$150,000</p> <p>\$65,000 (duplicate)</p>	<p>Title I Title II</p> <p>Title I</p>



<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Review software appropriate to different instructional levels</li> <li>• Provide assistive technology and other technological resources to enhance learning in the classrooms.</li> <li>• Use technology applications for speech remediation.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Identify and purchase software needed to help EL students more effectively learn the mathematics standards.</li> </ul>	<p><b><i>SWD</i></b>  Special Education Administrators, Ed Technology Director, Special Education Teachers  2016-2017</p> <p><b><i>EL</i></b>  Learning Support Services Administrators, EL Interventionists, Teachers &amp; Instructional Support Staff  2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p><b>All Students:</b></p> <ul style="list-style-type: none"> <li>• Provide districtwide professional development for all general education and special education teachers and instructional assistants on: <ul style="list-style-type: none"> <li>* Common Core State Standards in mathematics</li> <li>* Integration of mathematics Standards in other subject areas</li> <li>* Effective Use of Common Core Aligned Mathematics Instructional Materials (core and supplemental)</li> <li>* Standards-aligned Assessments (e.g., SBAC, school-/class-level formative assessments)</li> <li>* Response to Intervention (RtI) programs and services for various student subgroups</li> <li>* Educational technology integration</li> <li>* Curriculum Guides</li> </ul> </li> <li>• Provide weekly to monthly professional learning community (PLC) collaboration opportunities by grade span or department to deepen understanding of the district focus areas and to enhance classroom application and transfer. Utilize research-based protocols such as lesson study, inquiry cycle, and Professional Learning Communities (DuFour).</li> <li>• Conduct classroom walkthroughs (Learning Walks) with school and district staff to monitor progress and to identify action steps to enhance effectiveness.</li> <li>• Provide Academic Coaches to provide training and coaching support to assist teachers in implementing effective mathematics instruction in the classroom.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers &amp; Instructional Support Staff</p> <p>2018-2017</p>	<p>Extra-Assignment &amp; Substitute Cost</p> <p>Certificated Salaries &amp; Benefits (Academic Coaches)</p>	<p>\$100,000</p> <p>\$750,000 (duplicate)</p>	<p>Title I Title II</p> <p>Title I</p>

<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Provide districtwide professional development for both general education and special education instructional staff on: <ul style="list-style-type: none"> <li>* Research-based strategies for students with disabilities, including those with challenging behavior.</li> <li>* RtI programs and services in mathematics for students with disabilities</li> <li>* Student Success Team (SST) process</li> <li>* Adaptations and modifications in curriculum, instruction, and assessments</li> </ul> </li> <li>• Provide training and coaching support for special education staff in specialized topics pertinent to their roles and responsibilities.</li> <li>• Include Special Education staff in PLC and collaboration discussions with general education staff and academic coaches.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Provide districtwide professional development for all instructional staff on: <ul style="list-style-type: none"> <li>* New ELD standards</li> <li>* Integrated ELD instruction in Mathematics</li> <li>* Research-based strategies for English Learners</li> <li>* RtI programs and services for English Learners</li> <li>* EL assessments, reclassification, and monitoring</li> </ul> </li> <li>• Provide collaboration between classroom teachers and EL Interventionists to more effectively implement ELD standards in mathematics instruction.</li> </ul>	<p><b><i>SWD</i></b>  Special Education Administrators and Teachers   2016-2017</p> <p><b><i>EL</i></b>  Learning Support Services Administrators, EL Interventionists   2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The District will continue to employ the following strategies to ensure the meaningful involvement of staff, parents, and community in support of the reading achievement goals:</p> <ul style="list-style-type: none"> <li>• School Site Council—Each school will maintain a Site Council with staff, parent and community representatives to examine assessment data in mathematics and develop an improvement plan to address the areas of need as part of the comprehensive school planning process.</li> <li>• Student Assessment Reports (including SBAC reports, CELDT reports, Benchmark results, and District Report Cards)—State and District assessment reports are sent to parents with translations in major languages represented in the community.</li> <li>• Parent-Teacher Conferences—Parents are invited to attend two parent-teacher conferences at which teachers discuss the mathematics programs and assessment results.</li> <li>• District and Site Parent Advisory Committees—Presentations and discussions are conducted at District and site parent advisory committees (e.g., SAC, ELAC, DAC, DELAC, and ADELAC) focusing on the understanding of assessment results and District programs and services, as well as on the strategies to strengthen home-school partnership in promoting mathematics achievement.</li> </ul>	<p>Learning Support Services Administrators, School Site Council, Principals, School Community Coordinators, Community Services Specialists, Translators, Babysitters</p> <p>2016-2017</p>	<p>Classified Salaries &amp; Benefits (Parent Support Services)</p> <p>Consultant Costs</p>	<p>\$25,000</p> <p>\$30,000</p>	<p>Title I</p> <p>Title I</p>

<ul style="list-style-type: none"> <li>• Parent Education—A variety of monthly district-level parent institutes and computer classes are provided to increase parents' knowledge and skills in supporting their children's mathematics achievement. Additionally, through partnerships with outside agencies, Parent Institute for Quality Education (PIQE) and ESL classes are offered to help parents understand how to effectively be involved in their child's education and promote college attendance.</li> <li>• Provision of Translation and Interpretation Services—All parent meetings and written communications to parents and community members are provided with translation and interpretation services, by site-level bilingual school community coordinators and district-level community services specialists and translators, to ensure meaningful participation.</li> <li>• Provision of Support Services—Childcare and transportation services are provided at parent meetings/events when necessary.</li> </ul> <p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Support parent participation in the SELPA Community Advisory Committee (CAC).</li> <li>• Monitor to ensure that parents of each child in Special Education are invited to an annual IEP meeting (in addition to the two Parent Conference Days).</li> <li>• Provide Special Education parent support group meetings/events.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Recruit and support involvement of parents with English Learners in advisory committees and parent education programs/events.</li> </ul>	<p><b><i>SWD</i></b> Special Education Administrators &amp; Instructional Staff</p> <p>2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>The District will continue to explore and provide effective auxiliary services for students and parents in support of the mathematics goal:</p> <p>1) Preschool Transition Services</p> <ul style="list-style-type: none"> <li>• Parent Orientation—Parents of preschool students to meet with elementary school principals to obtain information on programs and parent involvement opportunities.</li> <li>• Vertical alignment and collaboration between preschool and kindergarten staff on mathematics standards and instruction.</li> </ul> <p>2) Transition Services for Intermediate School</p> <ul style="list-style-type: none"> <li>• Student Orientation—School tours and presentations on course offerings and registration.</li> <li>• Parent Orientation—Parent orientation night and presentations on academic standards and instructional programs;</li> <li>• Ongoing curriculum articulation meetings between 6<sup>th</sup> grade and 7<sup>th</sup> grade teachers to improve transition to intermediate school.</li> </ul> <p>3) Transition Services for High School</p> <ul style="list-style-type: none"> <li>• Student Orientation—School tours and presentations on course offerings and registration.</li> <li>• Parent Orientation—Parents are invited to attend orientation events at high schools.</li> <li>• Joint Professional Development &amp; Collaboration &amp; Partnership—Joint professional development and collaboration between Garvey and Alhambra USD administrators and instructional staff on curriculum alignment and student placement.</li> </ul>	<p>Learning Support Services Administrators, Principals, Director, Child Development, Academic Coaches, Teachers &amp; Instructional Support Staff</p> <p>2016-2017</p>	<p>Materials &amp; Supplies</p> <p>Classified Salaries &amp; Benefits (Parent Support Services)</p>	<p>\$5,000</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I</p>

<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Collaborate with Head Start through IEP meetings to transition students into kindergarten.</li> <li>• Collaborate with Regional Center through IFSP meetings to transition students from Early Start to school district assistance.</li> <li>• Complete testing for students going from preschool to kindergarten or from kindergarten to first grade as required by Education Code.</li> <li>• Provide structured collaboration opportunities between general and special education teachers to more effectively mainstream students.</li> <li>• Arrange transition IEP meetings with Alhambra Unified School District for 8<sup>th</sup> grade students at Sanchez and at Logsdon School (and other NPS locations).</li> <li>• Arrange transition meetings for RSP and SDC students at Garvey and Temple Schools to coincide with the transition meetings for general education 8<sup>th</sup> grade students. in order to assist in registration and to explain the programs offered at the high school level.</li> <li>• Provide structured collaboration opportunities between general and special education teachers through grade level meetings and teacher in-service to more effectively mainstream students.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Facilitate collaborative meetings between Pre-K and K teachers to assist with the more effective transition for ELL and Hispanic students.</li> <li>• Provide time for collaboration between general education teachers and EL interventionists to develop plans for student success.</li> </ul>	<p><b><i>SWD</i></b>  Head Start Staff,  Special Education  Administrators</p> <p>2016-2017</p>			
	<p><b><i>EL</i></b>  Principals, Learning  Support Services  Administrators,  principals, teachers,  EL Interventionists</p> <p>2016-2017</p>			

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness: The District will continue to utilize a comprehensive monitoring process to ensure effectiveness of the mathematics programs and services.</p> <ul style="list-style-type: none"> <li>• Provide a district wide school planning process which engages site leadership teams in a comprehensive needs assessment based on the examination of mathematics assessment data from multiple State and local measures, the identification of school needs and goals, and the development of improvement plans.</li> <li>• Develop a districtwide set of progress indicators that specifics examples (and non-examples) of classroom-level implementation of common core state standards and the required instructional shifts.</li> <li>• Conduct regularly-held school visitations and classroom walkthroughs with the superintendent, instructional administrators, site principal, academic coaches, EL interventionists, and teacher representatives to monitor and support school and classroom level implementation of the common core state standards in mathematics, using the districtwide set of progress indicators.</li> <li>• Conduct formal evaluation and informal observations of classroom instruction and review of lesson plans by site principals, using the districtwide set of progress indicators as the guide.</li> <li>• Review student assessment data (including SBAC, CELDT, and District benchmark) to determine strengths and weaknesses to determine needed staff development and additional resources.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Academic Coaches, EL Interventionists, Teachers &amp; Instructional Support Staff</p> <p>2016-2017</p>	<p>Extra-Assignment</p> <p>Substitute Costs</p>	<p>\$100,000</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I</p>



<p><b><i>Students with Disabilities:</i></b></p> <ul style="list-style-type: none"> <li>• Monitor IEPs for: <ul style="list-style-type: none"> <li>○ Determination that the student is receiving</li> <li>○ Sufficient inclusion time with peers.</li> <li>○ Errors in reporting for CASMIS data.</li> <li>○ Alignment of goals with standards.</li> </ul> </li> <li>• Develop a plan in each SDC class for increased mainstream time, as appropriate for students.</li> <li>• Work with teachers and provide training as needed based on monitoring results.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Develop/adopt an effective tool/assessment for monitoring student progress throughout the year in meeting the mathematics standards by English language proficiency level.</li> <li>• Adjust mathematics program as needed if students are not making adequate progress in developing mathematics proficiency.</li> </ul>	<p><b><i>SWD</i></b>  Special Education Administrators,  Special Education Teachers</p> <p>2016-2017</p> <p><b><i>EL</i></b>  Learning Support Services Administrators,  Resource Teacher, Principals, EL Interventionists</p> <p>2016-2017</p>			
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups: The District will continue to focus its resources to support the lowest performing student groups in reading:</p> <ul style="list-style-type: none"> <li>• Provide extended-time Mathematics Intervention Programs (including before, during, and after school programs for student groups with various reading needs.</li> <li>• Provide one-on-one and small group supplemental reading instruction by teachers and instructional assistants.</li> <li>• Develop and implement a districtwide RtI plan to provide systematic intervention programs targeted to specific needs of students and implement needed programs in each school.</li> <li>• Develop and implement a district- and site-level plan to close the achievement gap to reduce disparity between Asian and Hispanic subgroups in reading.</li> </ul> <p><b><i>Students with Disabilities</i></b></p> <ul style="list-style-type: none"> <li>• Monitor to see that appropriate IEP goals are written based on testing.</li> <li>• Provide teacher collaboration opportunities for special education staff to examine student needs.</li> </ul> <p><b><i>English Learners</i></b></p> <ul style="list-style-type: none"> <li>• Provide EL interventionists to offer additional support for priority and high priority EL students.</li> </ul>	<p>Superintendent, Learning Support Services Administrators, Principals, Child Development Director, Academic Coaches, Teachers, and Instructional Support Staff</p> <p>2016-2017</p> <p><b><i>SWD</i></b> Special Education Administrators, Special Education Teachers 2016-2017</p> <p><b><i>EL</i></b> Learning Support Services Administrators, Principals, EL Interventionists 2016-2017</p>	<p>Materials &amp; Supplies</p>	<p>\$120,000</p>	<p>General Fund/LCAP Title I</p>

10. Any additional services tied to student academic needs:				
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**Title III Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 19 6450 0000000 LEA Name: Garvey School District Title III Improvement Status: Year 2

Fiscal Year: 2016-2017 EL Amount Eligibility: \$214,183 Immigrant Amount Eligibility: \$32,117

**Plan to Provide Services for English Learner Students**

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
<b>How the LEA will:</b>	
A. Required Content	<p>Implement programs and activities in accordance with Title III</p> <p>Compliance components such as designated and integrated ELD as well as ongoing monitoring will be implemented to ensure that all English learners will be provided support in language development in addition to access to core content.</p>
	<p>Use the subgrant funds to meet all accountability measures</p> <p><i>Planned support for students not making sufficient linguistic progress:</i></p> <p>EL students enrolled for less than 5 years and not making annual progress to reach proficiency on CELDT will receive additional ELD interventions (supplemental) for a minimum of 45 minutes provided by the ELL Interventionist; EL students enrolled for 5 or more years and not making annual progress to reach proficiency on CELDT will receive additional ELD interventions for a minimum of 45 minutes provided by the English Learner Interventionist. Additionally, there will be ongoing support for teachers to incorporate strategies to meet the needs of EL's in Integrated ELD in all content areas.</p>
	<p>Hold the school sites accountable</p> <p>As part of the LCAP monitoring, there will be monitoring of the school sites via common observables aligned to our district LCAP plan. In support of these goals and actions, specifically in meeting the needs of English learners, a modified DSLT process will be implemented that will include review of SPSA actions specific to classroom observables in regards to what teachers and students are doing. Action plans will be created after each visit.</p>
	<p>Promote parental and community participation in programs for ELs</p> <p>A calendar of opportunities will be available by school site and district to increase parent and community participation by parents of English learners. Additionally, ongoing committees of DAC and DELAC (as well as ELAC, SAC, and SSC) will continue to address annual legal issues.</p>

<b>How the LEA will:</b>		<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (EL, Immigrant, or other)</b>
<b>B. Required Content</b>	<p><b>Provide high quality language instruction</b></p> <ul style="list-style-type: none"> <li>Each school site will provide designated and integrated ELD to all identified English learners. Principals, Academic Coaches, and EL Interventionists will provide ongoing support to teachers to strengthen their understanding via professional development and/or support during structured professional collaboration.</li> <li><i>Supplemental EL Support:</i> Each school site is assigned an EL Interventionist who delivers targeted, supplemental small group instruction for Long term English learners and Newcomer students. Additionally, this person also supports site administrators and teachers to meet the needs of EL's through professional development and training.</li> </ul>	<p>Teachers, Principals, Support Staff (English Learner Interventionists and Academic Coaches)</p> <p>10 EL Interventionists (one per school site)</p>	<p>Salaries &amp; Benefits</p> <p>10 EL Interventionists</p>	<p>\$1,115,000</p>	<p>General Fund/LCFF Title I Title II</p> <p>LCFF</p>
	<p><b>Provide high quality professional development</b></p> <ul style="list-style-type: none"> <li>For EL Interventionists, professional learning opportunities outside of the district will be available to keep current on best practices to support the district as well as their assigned school sites.</li> </ul>	<p>CABE Conference or EL Accountability Institute <i>registration and amenities</i> (approximately \$1500/person x 10 EL Interventionists)</p>	<p>Registration, lodging, food, mileage</p>	<p>\$15,000</p>	<p>Title III LEP</p>
	<ul style="list-style-type: none"> <li>During summer, professional development is provided to teachers who sign up to learn more about planning designated ELD lessons as well as how all teachers can best address the needs of their EL's during core instruction in the areas of writing and structured speaking.</li> </ul>	<p>80 teachers</p>	<p>Supplemental resources (books)</p> <p>Teacher Extra-Assignment</p>	<p>\$5000</p> <p>\$20,000</p>	<p>Title III LEP</p> <p>Title III LEP</p>

<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b> Needs assessment has been uploaded into CMT.</p> <p><b>Please describe the factors contributing to failure to meet AMAO target(s).</b> Inconsistent progress in achieving AMAO's has been noted in review of the needs assessment and ELSSA. In review with stakeholder groups, it is believed that contributing factors include inconsistent monitoring of EL's as well as inconsistent implementation designated and integrated ELD.</p>				
<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b></p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p>				
	<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p>				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for LEP students</p> <ul style="list-style-type: none"> <li>Extended learning for all ELs will be provided in a four week summer school. With a connection to VAPA as a vehicle for talk and writing, students will participate in activities for approximately 4 hours each day; additionally, there will be a focus on reading comprehension as well as differentiated reading/literacy support through iReady (software license purchased for the school year via LCFF)</li> <li>Supplemental curriculum will be provided to teachers and EL Interventionists to use during designated</li> </ul> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/lepprogrview.asp">http://www.cde.ca.gov/sp/el/t3/lepprogrview.asp</a> for a list of allowable LEP activities</p>	Director II/I, Learning Support Services to coordinate; teachers; principals	Art and related materials  Teacher project pay to provide instruction (\$3500/teacher)	\$10,000  \$140,000	Title III LEP  Title III LEP
		EL Interventionists; classroom teachers	Supplemental materials such as non-fiction readers and realia (posters)	\$19,899.34	Title III LEP
	<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$4,283.66
EL Estimated Costs Total:			\$214,183		

### Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b></p> <p>Enhanced instructional opportunities to immigrant students and their families</p> <ul style="list-style-type: none"> <li>Supplemental curriculum – both computer based (Rosetta Stone) and paper pencil (English Now!) will be used with site based newcomer groups; instruction will be provided by EL Interventionists.</li> </ul> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p>	Director II, Learning Support Services;  EL Interventionists	Software licenses and curriculum	\$31,474	Title III Immigrant
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		\$643	
		Immigrant Estimated Costs Total:		\$32,117	



**Performance Goal 3: *All students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

(based on a comprehensive examination of student achievement data, classroom walkthrough observations, and staff input)

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• As of spring, 2003, 100% of all Garvey teachers meet the federal definition of highly qualified.</li> <li>• One hundred percent of elementary school teachers have appropriate English Learner (EL) authorization. One hundred percent of intermediate school teachers have the appropriate EL authorization.</li> <li>▪ Student achievement data indicate growth in academic achievement and language proficiency in the following areas: SBAC               <ul style="list-style-type: none"> <li>▪ Overall there is a 8% growth in ELA and a 4% growth in math from 2014-15 to 2015-16</li> <li>▪ There is growth in most grade levels in both ELA and math</li> <li>▪ All student subgroups show growth in both ELA and math.</li> <li>▪ The Latino subgroup indicates the most growth in comparison with other subgroups.</li> </ul> </li> </ul>	<p><b>High Priority Academic Areas</b></p> <ol style="list-style-type: none"> <li>1) <b>Common Core ELA Standards, Curriculum &amp; Instruction</b> <ul style="list-style-type: none"> <li>▪ Common Core ELA instructional shifts</li> <li>▪ Common Core ELA standards, claims and targets</li> <li>▪ Supplemental ELA curricular materials</li> <li>▪ research-based common core ELA strategies (e.g., close reading strategies)</li> </ul> </li> <li>2) <b>Common Core Math Standards, Curriculum &amp; Instruction</b> <ul style="list-style-type: none"> <li>▪ Common Core instructional shifts</li> <li>▪ Common Core math standards</li> <li>▪ Mathematical Practices</li> <li>▪ New Math curricular program</li> <li>▪ research-based common core math strategies</li> </ul> </li> <li>3) <b>ELD Standards, Curriculum &amp; Instruction</b> <ul style="list-style-type: none"> <li>▪ ELD standards</li> <li>▪ Designated ELD curriculum and research-based strategies</li> <li>▪ Integrated ELD learning objectives and differentiated supports</li> </ul> </li> </ol>

**CELDT**

- There is a slight increase in the percentages of students at the Early and Advanced levels.
- The District met the AMAO 2 (< 2 years) target with a positive gain of 4.1% from 2014-15 to 2015-16.
- Among the student subgroups, the Asian, socioeconomically disadvantaged, at risk of LTEL, and K-1 subgroups have the highest percentages of students meeting the District EL program goal (i.e., making at least one level growth in CELDT or maintaining Level 5).

**4) Next Generation Science Standards (NGSS)**

- NGSS standards
- NGSS-aligned instruction and curricular materials

**5) STEM/Computer Science Instruction**

- Computer science instruction
- Interdisciplinary project-based learning
- technology integration (e.g., curriculum-embedded technology, google classroom)

**High Priority Student Subgroups:**

- 1) English Learners (particularly Long-Term English Learners)
  - 2) Students with Disabilities
  - 3) Latino Students
  - 4) Behaviorally Challenging Students
- Need to examine research-based practices (e.g., culturally responsive strategies) to close the achievement gaps for the high priority student subgroups

**High Priority Districtwide Academic Initiatives:**

- 1) Student Engagement: 100% of Students engaged 100% of the Time
- 2) Rigor and Depth of Knowledge: Going Deep with Common Core
- 3) Access to Academic Language: Opening the Gateway to Learning

**Performance Goal 3:** *All students will be taught by highly qualified teachers.*

**Planned Improvements for Professional Development (Title II)**

(Summarize information from district-operated programs and approved school-level plans)

<b>PROFESSIONAL DEVELOPMENT APPROACHES</b>	<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>1) <b>Ongoing, Focused Training and Coaching Support in the identified areas by Academic Coaches (and teacher leaders)</b></p> <ul style="list-style-type: none"> <li>▪ Site-based Academic Coaches (Title I- and LCFF-funded): Provide training and coaching support to staff at their assigned schools.</li> <li>▪ District Title II-funded Academic Coaches (Title II-funded): Provide district-level training and support with a focus on Math, Science, and Technology Integration</li> </ul>	<p>Site Leadership Team Academic Coaches Teacher Leaders</p>	<p>Academic Coaches' Salary</p> <p>Materials, Supplies, Equipment</p>	<p>\$550,000</p> <p>\$550,000</p> <p>\$200,000</p> <p>\$160,000</p>	<p>LCFF (district)</p> <p>Title I (district)</p> <p>Title II</p> <p>Title II</p>
<p>2) <b>Ongoing Professional Learning Community (PLC)</b></p> <ul style="list-style-type: none"> <li>▪ Facilitators: principals, academic coaches, or teacher leaders</li> <li>▪ Focus of collective inquiry: Focus on the identified student and/or staff needs, such as student work examination, data analysis, team lesson study, research-based strategies</li> </ul>	<p>Principals Site Leadership Team Academic Coaches Teacher Leaders</p>	<p>Substitute Cost</p>	<p>\$150,000</p>	<p>Title I (school)</p>

<b>PROFESSIONAL DEVELOPMENT APPROACHES</b>	<b>Persons Involved/Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>3) <b>Regularly-held district- or school-initiated Classroom Walkthrough</b></p> <ul style="list-style-type: none"> <li>▪ Inclusive Participation: Superintendent, District administrators, principals, coaches, EL interventionists, classroom teachers</li> <li>▪ Tools: Districtwide Progress Indicators on Student Engagement, Rigor and Depth of Knowledge, and Access to Academic Language</li> <li>▪ Action Plan: An action plan will be developed to strengthen the areas of needs as identified by the classroom observations.</li> </ul>	Superintendent District administrators Principals Site Leadership Team Academic Coaches Teacher Leaders	Substitute Cost	\$20,000	Title I (school)
<p>4) <b>District- or School-Level Focus Study Group</b></p> <ul style="list-style-type: none"> <li>▪ Establish district- and/or school-level focus study groups to conduct action research on high priority areas, such as best practices for Latino students, LTELs.</li> <li>▪ Focus study groups share reports with the other district staff.</li> </ul>	Instructional Administrators Academic Coaches EL Interventionists Teacher Leaders	Extra assignment  Substitute Cost	\$10,000  \$8,000	Title I (district)  Title I (district)
<p>5) <b>Support for New Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Provide support to new teachers through the BTSA (Beginning Teacher Support and Assessment program).</li> <li>▪</li> </ul>	Support Providers	Extra Assignment	\$25,000	Title II
<p>6) <b>Outside Consultants and Outside Conferences</b></p> <ul style="list-style-type: none"> <li>▪ Outside consultants and conferences are utilized to build the capacity of instructional leaders who in turn may provide support to other staff in the identified areas.</li> </ul>	Consultants Instructional Administrators Academic Coaches EL Interventionists Teacher Leaders	Consultants  Conferences	\$280,000  \$110,000	Title II  Title II

PROFESSIONAL DEVELOPMENT APPROACHES	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7) <b>Districtwide School Planning Institute</b></p> <ul style="list-style-type: none"> <li>Engage administrators and teachers in a districtwide multi-day school planning institute on an annual basis to examine outcome and process data, identify school goals, evaluate past practices, explore best practices, and develop school plans with specific improvement steps.</li> </ul>	<p>Superintendent Instructional Administrators Principals Academic Coaches EL Interventionists Teachers</p>	<p>Extra Assignment</p>	<p>\$200,000</p>	<p>Title I</p>
<p>8) <b>Differentiated Professional Development for Schools and/or Staff</b></p> <ul style="list-style-type: none"> <li>Assess and provide professional development activities that are differentiated to meet the specific needs of individual schools and/or staff groups, including principals, coaches, EL interventionists, departmentalized staff, elementary staff, and classified staff.</li> </ul>	<p>Instructional Administrators Principals Academic Coaches EL Interventionists</p>			

<b>PLANNING &amp; PROGRESS MONITORING</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>District-Level Professional Development Leadership Team</b></p> <ul style="list-style-type: none"> <li>▪ To ensure that the professional development activities serve the purpose of supporting ongoing professional growth of all staff in meeting the needs of students, a district-level professional development leadership team will be established.</li> </ul> <p>1) Participants</p> <ul style="list-style-type: none"> <li>▪ District instructional administrators</li> <li>▪ Principal representatives</li> <li>▪ Academic Coaches</li> <li>▪ EL interventionists</li> <li>▪ Teacher Leaders</li> </ul> <p>2) Purpose</p> <ul style="list-style-type: none"> <li>▪ To provide leadership in planning, implementing, and monitoring the effectiveness of the professional development program.</li> </ul> <p>3) Tasks</p> <ul style="list-style-type: none"> <li>▪ Needs Assessment: Assess the needs in professional development through surveys, assessment data, and staff input.</li> <li>▪ Planning: Develop short-term and long-term plans in professional development.</li> <li>▪ Progress Monitoring: Utilize effective tools to assess effectiveness of the professional development activities and identify improvement steps.</li> </ul>	<p>District instructional administrators Principal reps Academic Coaches EL interventionists Teacher Leaders</p>	<p>Extra Assignment</p> <p>Substitute Cost</p>	<p>\$5,000</p> <p>\$5,000</p>	<p>Title II</p> <p>Title II</p>