

# SCHOOL QUALITY REVIEW REPORT

FOR

## GARFIELD ELEMENTARY SCHOOL

1640 22<sup>nd</sup> Ave., Oakland, CA 94606

Oakland Unified School District

Principal: Nima Tahai

2011-2012

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## BACKGROUND TO THIS PILOT YEAR'S WORK

During 2010-2011, fourteen task forces were formed with representation from a variety of stakeholders ranging from students and parents, to teachers, administrators, and community partners throughout Oakland. The Quality Community Schools Development Task Force was formed to define and set out a work plan to move the community toward a common vision of quality in Oakland's schools.

The Quality Community Schools Development Task Force created a set of School Quality Standards, comprised of seven Key Conditions delineating seventy-two Quality Standards. This work incorporates findings from other task forces (Teaching Effectiveness, Effective Leadership, Full Service Community Schools, Experience and Achievement, and African American Male Achievement) that were also addressing elements of quality in schools. At the end of the year, the School Quality Standards and the School Quality Review process were incorporated into the District Strategic Plan, which was adopted by the OUSD Board of Education in May 2011.

The 2011-2012 school year is year 1 of School Quality Review implementation. One goal of the Quality Community Schools Development office for year 1 is "to implement a successful pilot of 15 schools for School Quality Reviews across 3 regions in grades K-8." In this "pilot" year, with its emphasis on design and capacity building, the School Quality Review Office, with counsel from the Executive Officers and other district leadership, made a few strategic decisions about the content and process of the reviews—decisions that make this year's reports different from future reports.

- While the adopted School Quality Standards are organized into seven broad categories, which are called "Quality Indicators," this year's data collection and written findings have focused on five of the seven Quality Indicators. See the Rubric Analysis section in the Findings for further detail.
- Within these five Quality Indicators, this year's data collection and written findings also has focused on select, "high leverage" school quality standards, not every standard. Again, see the Rubric Analysis section in the Findings for further detail.
- The rubrics for assessing a school's development toward each standard are of 2 different designs. The decision was to pilot each design this year and then, after evaluating each design's strengths and weaknesses, to commit to one design going forward. Again, see the Rubric Analysis section in the Findings for further detail.
- The Summary Narrative in each Findings Report will vary in its structure from report to report. Again, the decision was to pilot different versions of the Summary Narrative and then, after evaluating each version's strengths and weaknesses, to commit to one structure going forward.

Finally, in an effort to align the School Quality Review Office's work with the larger District as it implements various parts of the Strategic Plan, this report mirrors language from the

Community Schools Strategic Site Plan, using the term “Quality Indicators” rather than “Key Conditions” to identify the broad categories into which the standards are organized. Note that:

- Quality Indicator 1 – Quality Learning Experiences for All Students – is Key Condition 2 in the original School Quality Standards, as adopted by OUSD’s Board in May 2011.
- Quality Indicator 2 – Safe, Supportive, & Healthy Learning Environments – is Key Condition 3 in the original version.
- And so forth, such that Quality Indicators 1-5 represent Key Conditions 2-6 in the original version.



## PART 1: THE SCHOOL CONTEXT

Garfield Elementary School is located in the San Antonio District. This school is one of the largest and oldest schools in Oakland with approximately 570 students. It has been in existence since 1928. Classrooms for 2<sup>nd</sup> to 5<sup>th</sup> grade are located in the main level in two large halls. One hall houses 2<sup>nd</sup> and 3<sup>rd</sup> grade, while the other houses 4<sup>th</sup> and 5<sup>th</sup> grade classrooms. Kindergarten and 1<sup>st</sup> grade lie in the lower level with easier access to bathrooms and the yard. There are two portables on the yard. One houses a 1<sup>st</sup> grade classroom; the other houses the Family Learning Center. The school also provides Head Start preschool classes and a Lotus Bloom nonprofit daycare program. Having these programs at the site helps maintain high enrollment, especially given a decreasing trend in enrollment. This school year, the school was able to add an extra Kindergarten class, thanks to the school's active practice of personally calling and enrolling Kindergarten students during the summer.

There are also three Bilingual Spanish classrooms in Kindergarten to 2<sup>nd</sup> grade. The school offers the "Early Exit bilingual program" in which students remain in bilingual classes until 2<sup>nd</sup> grade (or 3<sup>rd</sup> grade as the present experience) and are placed in English only classes by 3<sup>rd</sup> grade. Although the SQR team observed 1<sup>st</sup> grade students reading in Spanish with fluency, some staff members are concerned that students are not prepared for the annual CST test in 2<sup>nd</sup> grade, when many score far below basic in English Language Arts (ELA) as they leave the bilingual program. A perception that the bilingual program is not doing its job in teaching English does exist at the school. This promotes divisiveness among staff and a need to defend the program by others. This split is between those who look at CST scores and think that students in the bilingual program are hurting the school's performance when they need intensive intervention support in third grade and those who look at the large Spanish community and think that teaching them in their native language will be easier because they can transfer the skills learned in Spanish into English at a future grade. It is understandable that having teachers that speak the language of children relieves anxiety in both parents and children when they first enter school, but further staff and parents discussion is necessary to determine the goals of their bilingual program and the restructuring that needs to take place to achieve those goals. Additionally, there is a definite need to collect longitudinal data in a variety of forms (CST, CELDT, IDEL, benchmark, attendance, discipline, etc.) to determine the effectiveness of the "early exit" program and to arrive at a deep analysis to clarify how the existent bilingual program is or is not effective.

The student body is 47 percent Latino, 32 percent Asian, 16 percent African American, 2 percent White, and 3 percent other. Over the past five years, there has been a slight decrease in the Asian population (-4%) and an increase in the African American population (+ 4%), with the Hispanic population remaining steady as the majority group. Seventy percent of students are English Learners; 95 percent are socioeconomically disadvantaged, and 5 percent receive special education services.

The school has a staff of 27 teachers ranging from two to thirty three years experience in teaching. The majority of the teachers (24, or 89%) have seven or more years of teaching experience, while three teachers have between two and five years of experience. This was shared as strength in the self-reflection.

The school's vision as it appears in the site's school plan is "ensuring that all students have equal access to a rigorous, standards-based curriculum within the context of the heterogeneous, mixed ability classroom," although many Garfield staff identified needing a common vision as an improvement area. This is particularly prevalent given the school's history of leadership turnover and the present shift from a publisher-based curriculum (Open Court) towards the implementation of an in-depth standards-based instruction. The school had been previously under a close watch from the district due to its status as a Program Improvement – Year 5 school. The push to revise and embrace a school vision comes from the principal and Instructional Leadership Team, who recognize that teachers have to be on the same page to make academic progress.

Academically, this year the school met 23 of 24 AYP Criteria; this constitutes 95.8 percent of criteria met, a percentage rate not obtained since 2007. The only criterion not met was in the African American subgroup in ELA, where this subgroup scored 28.6 percent proficient, constituting a decrease of six percent proficiency from the previous year. All but one subgroup (Asian in Mathematics) met AYP academic criteria through the Safe Harbor method (moving 10 percent of population to proficiency). The Asian subgroup scored 78.1 percent proficient in mathematics, well above the 68.5 percent AYP target. There is definitely an achievement gap among subgroups in both English Language Arts and Mathematics, with African Americans being the lowest performing subgroup, followed by Hispanic/Latinos. The school has been making steady progress in API in the past two years, with an average of a 28-point increase per year. Garfield's 2012 API is 749.

The school has had tremendous turnover in leadership in the past six years, with four principals having led and the present principal, Nima Tahai, only in his second year. Mr. Tahai has transitioned well into the school and is described as "positive and different" when compared to his predecessors by the school's staff. His number one goal has been building strong relationships, followed by creating an Instructional Leadership Team (ILT) to address instructional practices and a Community Leadership Team to promote a positive school culture. With support of his ILT and a district corridor grant, he engaged his staff in creating pacing guides, units of study, and assessments that align standards to the new Common Core standards. This shift in planning focus is the single biggest change in the way things are done at Garfield, and it begins the transition away from Open Court.

There is a level of excitement about the possibilities for the future of Garfield Elementary among the teachers, who note that the pieces are in place and need only time and continued support for the efforts of the teachers and staff to produce success. Coupled with a steady

increase in API over the last two years, the school could reach an API of 800 within a few years, should the school's progress continue at this pace.

The school has identified the following priorities for improvement in their self-reflection:

1. Instruction – focused curricular shift away from only following Open Court to in-depth standards-based planning and early implementation of Common Core standards.
2. Instruction – focused literacy expansion to include a “balanced literacy” approach that includes guided reading implementation and the use of more diverse achievement data – including Guided Reading Levels.
3. Adult Culture – continued promotion of a healthy adult culture – staff and families treating each other with respect (staff to staff, staff to families, families to staff, and families to families). Explicit shift from staff negative talk to discourse that is focused on solving problems and taking responsibility for what school can improve.
4. School Culture – gradual shift to the acknowledgment that it is the school's responsibility to explicitly instruct and support student social emotional needs. Focus on building community in classrooms and across grade levels. Focus on an overall positive culture with incentives to do the right thing.
5. Coordination of Services Team – a response to intervention approach in providing intensive support to students struggling with attendance, academics, and conduct/effort. Focused and aligned services to effectively support highest need students.
6. Development of Parent Leadership and Voice – empowerment of families to join/create action-oriented teams, rather than to complain when things are not working. Starting a parent/family association. SSC and ELAC are presently the primary family bodies.
7. Creation and Support of a Clear Vision/Values – in the past there have been many start/stops and different initiatives under previous school leaders that have fragmented a clear vision of what inspires all at Garfield. Without a unifying vision and values there are increased opportunities for disagreement and challenge to come together to accomplish school goals.

## PART 2: FINDINGS

### Sources of Data

The School Quality Review team spent three days (January 9 – 11, 2012) observing classrooms, school-wide activities, and various parts of the campus inside and outside the building. The team observed a variety of meetings and interviewed (individually or in groups) students, parents, teachers, classified staff, administrators, volunteers, and community partners. The team also read through the school’s materials, data binder, and budget.

### Narrative Summary of Strengths and Challenges

#### Quality Learning Experiences for All Students

The SQR team gathered substantial evidence to determine that the school does not offer quality learning experiences for all students, an area in need of improvement.

Currently, the school is moving away from Open Court and developing lessons/units that align to the new Common Core standards. Although there is a level of excitement to finally move away from a scripted ELA program this year, the transition is not easy. Teachers seem generally in support of standards-based learning, but they are just beginning to become acquainted with it. The Instructional Leadership Team, guided by the principal, is driving an active move to develop and implement units of study, but staff is without instructional support or accountability to truly implement these lessons. Those staff members who have a strong philosophy and methodology of education and strong mastery of teaching strategies that promote student engagement and scaffolded learning are striding ahead, leaving the majority of teachers behind. The majority of staff continues using Open Court and Si Swan Math for the great majority of the day. Science and Social Studies do not appear in the daily schedule because “they are embedded in Open Court readings,” according to teachers interviewed.

There is a low level of academic rigor across the school, with the exception of a few classrooms. The SQR team observed few examples of deep critical thinking curricula, few and inconsistent engagement strategies in use, and few and inconsistent routines to check for understanding during instruction. The SQR team also observed few active and different ways of learning, with many classrooms spending much of their time in guided instruction and independent practice using skill worksheets. The SQR team did not observe any significant data collection or analysis to drive improvement efforts. During our classroom visits, the team observed few effective formative assessments (think-pair-share, white boards, heads together, exit tickets, etc.). Summative assessments in the form of district benchmarks are implemented, but the SQR team did not see any evidence of their use to guide instruction and re-teaching. The team heard during interviews and read in the self-reflection that there are inconsistencies of teachers’ use of data depending on their varying familiarity with the “item analysis report.” The school staff

noted that they “need more time and training to look at data and how to use it to improve instruction.” In the self-reflection, the school shared it is adopting Guided Reading as a program to support students in ELA, yet the SQR team only observed two instances of this happening and heard that the Annie E. Casey reading teachers follow this program during their intervention pull-out time. The SQR team also concurs with the school’s opinion that the ELD block structure needs to be improved. This is especially important given the fact that 70 percent of students are English Learners and that the majority of them are stagnant in the intermediate level (CELDT level 3).

In analyzing the quality of “safe and nurturing learning experiences” at Garfield, the SQR Team found strong evidence (79%) that classes at Garfield are places where teacher and student interactions are positive and caring and they create emotionally/physically safe learning environments. There is, however, a discrepancy between what teachers perceive as safety issues in the classroom and what actually happens in the classrooms that allows for instances of disrespectful behavior. The self-reflection shares, “many staff members (both formally and informally) have concerns about student discipline” (question 8). The SQR team found 6 of 29 (21%) classrooms in which teachers had to address classroom behaviors. In these instances, the lesson design and procedures allowed for idle time or very low-level engagement activities such as copying, listening for long periods of time, or waiting for individual students to work out problems at the board, during which the rest of the class had time to engage in side conversations and in other activities to “pass time.” In one instance, the teacher allowed side conversations and even a student to leave the classroom without addressing these students and/or unwanted behaviors.

Most of the intervention supports available to students take place outside of the classroom: pull-out reading intervention by Annie E. Casey teachers, COST team monitoring of academics and social-emotional areas, and after school homework and enrichment activities. Classroom teachers are beginning to implement guided reading as part of workshop time, but it was not observed as sufficient to make a difference in student learning. Students who participate in the after school program (approximately 30 percent of the student body) receive academic support via enrichment classes to become critical and deep thinkers. For example, the SQR team observed bubble maps being used within each lesson to organize thinking and develop understanding that words have associated concepts. The after school enrichment program also offers opportunities for students to engage in Science on a weekly basis by engaging students in hands-on experiments connected to their interests. The themes for this year are ice cream, volcanos and robots.

### *Safe, Supportive & Healthy Learning Environment*

The SQR Team gathered substantial evidence that Garfield is a safe, supportive and healthy learning community and has some systems in place to build community in classrooms and across grade levels.

The school is beginning to find ways (trainings) to include PBIS (Positive Behavior Interventions & Supports) and Caring School Communities to maintain a positive culture and give students incentives to make positive choices. This initiative is in its beginning stages, and no evidence was seen of a strong practice.

The school has a two-tier discipline plan that allows students opportunities to correct their behaviors before being sent to the office. Students who are sent to the office because of their behavior meet with the SSO (School Security Officer), an African American role model who speaks to students with respect and supports them to make better choices. He assigns consequences based on the offense and typically designs the consequence to help students use their time in a more positive way, such as helping in the cafeteria during their recess time. While the SSO offers this consistent practice, the SQR team found evidence through focus interviews with school staff and parents that the implementation of these positive behavior-developing practices is inconsistent among staff. There are times when parents are not aware of their students' misbehaviors until they receive a phone call from an office staff member. Another challenge that the school is experiencing in addressing student behavior is that a staff member hired to work with students' discipline has been on leave for most of the year. This absence places an extra load on the principal and the literacy coach, as they are responsible for dealing with discipline at times. This reality keeps them from becoming instructional leaders.

Students engage in safe play activities during recess; there are two play structures and ample recess equipment such as balls and jump ropes. Students are supervised by teachers (following a supervision schedule), by yard duty personnel, and by volunteering parents. The adults' behavior toward students can be characterized as "caring but firm." During lunch, teachers walk students to the cafeteria where they are supervised by cafeteria personnel. After eating, students exit to the yard, where they play until their teacher walks them in a line back to their classroom.

The SQR team found some evidence of systems and partnerships available at Garfield to identify students who are struggling and to refer them to the supports that address those needs. The SST and COST meet regularly to review student performance and profiles to align services and needs. These groups are well staffed with district and community partnerships. The full-time nurse supports student achievement by addressing the health needs of children and managing cases of over 40 students with chronic medical conditions. The after school program serves the needs of 30 percent of students in ways ranging from homework support, sports, enrichment activities and childcare. EBAYC staff and Garfield's attendance team support families with chronic attendance issues by providing case management and family support.

The area of most challenge to support struggling students is in the classroom. As previously mentioned in the *Quality Learning Experiences for All Students* section, there is inconsistency in

the way that teacher procedures, practices, and talk support students with strong learning experiences. There are some classrooms in which the lack of use of engagement techniques and low-skill activities (such as worksheets) allow students to disengage and become off-task. Classroom practices do not address the needs of low performing students. Strategies such as think-pair-share, checking for understanding techniques, working in groups or pairs, including hand-on activities, building academic language, etc. were observed minimally in most classrooms.

### *Learning Communities Focused on Continuous Improvement*

The SQR Team found some evidence that teachers at Garfield work in professional learning communities focused on student progress. Although Garfield is making good progress in this area, PLC work must continue to be refined and supported until it becomes a robust practice.

Garfield received a corridor grant from the district to involve staff during summer 2012 in developing grade level academic pacing guides correlated with the new Common Core ELA standards. Teachers worked by grade level in this endeavor, with only two teachers not participating. A decision was made to develop a unit and to implement it during the first month of school. This provided a professional development (PD) focus for the 2011-2012 school year supported by the principal and the Instructional Leadership Team (ILT). Garfield's PD calendar shows a continued push to develop units of study with assessments correlated to the ELA Common Core standards. Two Wednesdays and a full day per month are allocated to PLC work to continue developing units of study and assessments. Although ELD, Guided Reading and Science constitute a secondary focus for grade level PLC work, they are not addressed to a degree that makes a difference in instruction. The SQR team found evidence via focus group interviews that grade level teams headed by their ILT grade level member were indeed involved in this type of work during PLC collaboration time.

Although this is in place, grade level teams face a challenge in implementing these lessons, because there is no support or accountability. The literacy coach spends time with ILT teachers planning PLC meetings but does not support teachers to implement units either by observing and giving feedback or by co-teaching. Creating assessments for their units was also expressed as a challenge, as evidenced in the data collection binder and minutes from these meetings. Teachers do not have an open door policy among their grade level nor do they observe each other or give feedback on specific unit implementation. As a result, the implementation of these units is inconsistent depending on the teacher and his/her expertise.

ELD was identified as needing "structure" in the self-reflection. The SQR team concurs with this statement. In two of three ELD classroom observations, ELD was just an extension of ELA time. In only one ELD class did the team observe the use of academic language and of sentence frames to support students' use of proper academic English. In this same class, African American students were also receiving ELD. Although they benefitted from this service, their needs are different than English Learners and should be addressed separately especially in

upper grades. The SQR team also heard in a focus group a wish to research Dual Immersion as an alternative to the present Spanish Bilingual Program to ensure that students are learning two languages and become proficient in both. These two areas were identified as good themes to be addressed in PLC discussions.

#### *Meaningful Student, Family and Community Engagement/Partnerships*

The SQR Team found some evidence Garfield engages student, family, and community to build true partnerships between the school and home.

Garfield Elementary has SSC and ELAC groups in place and they meet monthly. Its membership, however, does not represent the school's population. These two groups are made up of Spanish and Chinese speaking parents. Translation and food is provided during the meetings so that parents feel welcomed at the school and understand what is being discussed. These parents are beginning to experience their role in the "American" school system. The school also formed the Community Leadership Team composed of teachers, EBAYC director and the principal to reflect and plan activities that build a positive culture at the site. Some of their activities include: implementation of Caring School Communities, school wide attendance recognition, and plans for future academic awards and assemblies.

The office manager is bilingual in Spanish and welcomes parents into the office as well as provides information requested by the parents, such as middle school or after school program applications. The school also employs staff that speak other languages, and their skills are used when parents come to school to ask about their children's progress.

The school does not have a student council to access student voice or to plan activities for students. Students do not get asked about decisions made at school. There are no systems for student leadership.

Aside from report cards and fall conferences, parents have few opportunities to know what children are learning or how they are progressing during the school year. The exception is with families who are monitored by the COST team. The school does not send a monthly newsletter home "because it's a challenge to have it translated in time in several languages." Few teachers send weekly or monthly notes home. A concern heard during a parent focus group was about not receiving a phone call when behavior problems first arise, and instead waiting until the problem gets out of hand. Another parent shared a wish to also receive phone calls for positive behavior or for students doing well academically.

#### *Effective School Leadership and Resource Management*

The SQR team found some evidence of effective leadership and resource management.

The principal was identified by many staff members as “responsive to the needs of the school compared to his predecessors and making more significant changes in instruction.” He is not merely helping the school become safer, but also cares about the school, the staff, and the students, stakeholders shared. He listens to parents and takes care of items of safety identified by them. His leadership has helped with distractions away from academics and in decreasing behavior problems.

The school staff understands the importance of addressing historical inequities and is beginning to develop a plan to address these inequities. Staff recognizes that African American students are not achieving at the same level as other students, but there is not a school-wide plan in place to close this achievement gap. Instead, individual teachers think about steps to take with this population to improve their academic achievement (higher and consistent expectations, academic language, etc.). A very similar experience is observed with English Learner students. During a focus group interview, it was mentioned that “the school is lacking a strategic focus on English Learner issues” and that “many students are stuck in CELDT level 3-intermediate level.” Although there is a clear concern for these two subgroup populations, there have not been discussions to address these issues.

The principal and Instructional Leadership Team (ILT) look at data and reflect on the differential attainment levels among subgroups. ILT leaders facilitate using data to improve student learning in their grade levels depending on their level of expertise in this area. Furthermore, the principal has instituted data conferences with teachers to promote accountability and reflection time with data, per the self-reflection. But, these actions have not translated into systematic and embraced activities by the majority of staff members. As a result, there is no observable process (warm-up exercise, do now, etc.) addressing re-teaching of areas that students needed to address based on benchmark assessments.

## Quality Indicator 1: Quality Learning Experiences for All Students

### Garfield Elementary School SQR Visit: January 9 – 11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed, in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

These rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

#### Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Meaningful and Challenging Curriculum</b></p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>1. Students connect prior knowledge/ skills/ experiences to new learning.</li> <li>2. Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities.</li> <li>3. Students use a range of critical thinking skills</li> <li>4. Students use academic language and key vocabulary in speaking and writing</li> <li>5. Curriculum targets the assessed learning needs of all students, including those not at grade level.</li> <li>6. Curriculum provides every student with opportunities to be challenged and to be successful.</li> <li>7. Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery.</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these practices to <b>ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</b></p>

Garfield Elementary is rated **beginning** in this standard.

### Strengths:

1. The school is beginning to shift its academic focus away from Open Court and into standards-based instruction. According to the teachers' focus group, teachers are generally in support of standards-based learning, but they are just becoming acquainted with it.
2. The school is beginning the implementation of guided reading instruction and using assessments to measure students' improvement in reading.
3. The after school program, while now focused on enrichment, helps prepare students academically by supporting their growth as critical and deep thinkers. For example, bubble maps are used within each lesson in all enrichment programs to organize thinking and develop understanding that words have associated concepts.
4. There are examples across the school of teachers planning and implementing meaningful and challenging curriculum.
  - Special Ed classroom –The teacher, during pull-out time, incorporated students' experiences in the examples used. Manipulatives and effective checking for understanding techniques were utilized, and the teacher pushed students to use predictions and explain their predictions before working out problems to self-check their work. Feedback linked back to the day's objective was given to all students.

## Quality Indicator 1: Quality Learning Experiences for All Students

- Kindergarten classroom –The teacher accessed students’ experiences with language; sentence frames were used and students had a chance to practice language. When language was used incorrectly, the teacher gently corrected and pushed students to repeat and practice correct language. The lesson followed the gradual release format (I do, we do, you do).
- 4<sup>th</sup> grade classroom –Students engaged in examining a variety of grade level text; the level of engagement with text was rigorous when students were pushed to higher critical thinking skills. Checking for understanding techniques included equity sticks, think-pair-share, and working with partners.

### Challenges:

1. Teaching and Learning is low in many classrooms. Rigor is missing in the area of meaningful and challenging curriculum.
  - In 12 of 29 (41%) classroom observations, students connected prior knowledge to their new learning.
  - In 12 of 29 (41%) classroom observations, students applied their learning to meaningful questions or problems. In these instances, teachers connected the day’s lesson to previous lessons in which students engaged in similar learning.
  - In 14 of 29 (48%) classroom observations, 85 percent or more of students were consistently engaged in their learning. In the instances in which students participated in class, activities included choral reading, choral/individual answering of questions, reading a story, and copying notes/information from the board. In one classroom observation, students worked in small group activities. Furthermore, in two classrooms, students spent the majority of their time without any learning while the teacher managed behavior that did not overtly interrupt instruction.
  - In 5 of 29 (17%) classroom observations, students used 4 or more critical thinking skills - Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In 9 of 29 (31%) classroom observations, students used 2-3 critical thinking skills. In 15 of 29 (52%) classroom observations, students used 0-1 critical thinking skills.
2. Although there is a school-wide push to move away from using Open Court with fidelity, according to the site’s self-reflection, Open Court is very visible during ELA time. Phonics and blending are evident in grades K-3 and reading selections are observable in grades 4-5.
3. In 8 of 29 (28%) classroom observations, students engaged in academic language and key vocabulary in speaking and writing.
  - In one classroom where students engaged in academic language, the observed time was spent describing a random picture chosen with students from the internet as a whole class activity. Students had a graphic organizer but only copied what the teacher wrote on the board.
  - In another classroom, students were engaged in a pre-writing activity in which they were to look around their classroom and describe what they were seeing and to answer “yes/no” questions.
  - In a math class, students were asked to repeat the math terminology, but checks for understanding of that terminology was not addressed.
4. There are signs of minimal lesson planning in most classrooms to maximize instruction. In several classrooms there was mention of repeating the same lesson from the morning or from a previous day either by the teacher or by the students interviewed. Although in these instances students showed success, it is also time lost to address other standards. Teachers appear to have a closed-door policy in their classrooms and seem isolated from each other, given that they do not visit each other’s classrooms as a strategy to improve instruction.
5. Although the school employs a Literacy Coach, majority of time is not spent on improving the quality of instruction inside of the classrooms. There is a need to explicitly present, design, co-teach, and coach teachers in quality instructional practices. The school can benefit from an Instructional Facilitator.

## Quality Indicator 1: Quality Learning Experiences for All Students

6. During shadowing of students, three African American students and two English Learners were observed for longer periods of time, at least 60 minutes. Their academic experiences varied, but 3 of 5 students had little opportunities to access grade level standards and engage richly in academic language. English Learners had little opportunity to practice language.
  - African American students:
    - Student 1: Student sits in the front close to teacher. He engages in outbursts either to answer questions, or he shouts comments when teacher says anything that student can connect with. Teacher reminds him of expectations of behavior written in his behavior plan. Student is able to remain in class and receive instruction.
    - Student 2: Student sits in a group allowing for extra help. During lesson presentation and modeling of information, student is not engaged most of the time; during a think-pair-share, student participates by listening but does not share his thoughts; during independent practice, student is only able to complete one of four math problems; student copies the other three problems after teacher works out the problems on the board.
    - Student 3: Student is mostly on task, though appears bored. Student fidgets and appears to initiate conversations with her neighbor, but behavior is generally quiet and contained. Student raises her hand many times during class and is called on a number of times. Teacher is generally nurturing to student when they do interact, saying things like 'good' or 'great.' On the playground, student appears to play a leadership role in the game of tag. She is inclusive of all who want to play.
  - English Learner students:
    - Student 1: Student sits idly while teacher takes attendance and checks homework along with the rest of the class; student is called once to read a paragraph in the story; the rest of the time, student remains quiet, following the story. Student copies from the board what the teacher is writing.
    - Student 2: Student sits by herself working on a dictionary skills worksheet while teacher works with a small group during workshop time. Student cannot complete activity. Student is "busy" and "well behaved," but she falsifies a book log and completes dictionary worksheet incorrectly.
7. The SQR team concurs with the school that the ELD block structure needs to be improved.
  - In one kindergarten observation, ELD time had just begun in January. ELD was extended to English speakers when their needs are different.
  - In a 2<sup>nd</sup> and 3<sup>rd</sup> grade classroom, ELD was an extension of ELA. Students did not engage in speaking or use any sentence frames or ELD techniques.
  - During a focus group interview, a teacher expressed the need for more support in using academic language frames.
8. A need to have stronger teachers in every classroom and raising rigor especially with African American and Latino students was identified by several staff members.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Safe and Nurturing Learning Experiences</b></p> <p><i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Procedures, practices and talk support students to take risks and feel okay to make mistakes in their learning</li> <li>Students display safe, respectful behaviors.</li> <li>Communication <i>between student and teacher</i> is safe, nurturing and caring.</li> <li>Communication <i>between students</i> is safe, nurturing, and caring.</li> <li>Teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines.”</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</b></p>

Garfield Elementary rates **beginning** in this standard.

Note that this standard is focused on specific learning contexts, typically the classroom, and not the school overall. The broader school context for safety and nurture is addressed in Key Condition 3.

### Strengths:

- According to the site’s self-reflection, 70 percent of students say they feel safe at school.
- In 23 of 29 (79%) classroom observations, 85 percent or more of students displayed safe, respectful behaviors.
- Physical Education and the after school program provide opportunities for students to demonstrate care of each other through recognition, encouragement, and efforts to build relationships, based on SQR team’s observations.
- The work environment during the after-school program is characterized as calm and focused. Protocols are in place to ensure safety (using the bathroom, during dismissal, and following discipline expectations). The program holds students to tribe agreements (mutual respect, attentive listening, right to pass and no putdowns, along with the school’s rules of ‘be respectful, be responsible, be safe’).

### Challenges:

- There is a discrepancy between what teachers perceive as safety issues in the classroom and what actually happens in the classrooms.
  - The self-reflection shares, “many staff members (both formally and informally) have concerns about student discipline” (question 8).

## Quality Indicator 1: Quality Learning Experiences for All Students

- In 6 of 29 (21%) classroom observations, teachers had to address classroom behaviors. In these instances, the lesson design and procedures allowed for idle time or very low-level engagement activities such as copying, listening for long periods of time, or waiting for individual students to work out problems at the board, during which the rest of the class had time to engage in side conversations and in other activities to “pass time.” In one instance, the teacher allowed side conversations and even a student to leave the classroom without addressing these students and/or unwanted behaviors.
2. Classroom management varies from classroom to classroom. Several teachers insist on classroom settings in which students are quietly compliant completing “skill-based” worksheets.
  3. In 11 of 29 (38%) classroom observations, teacher procedures, practices, and talk support students to be intellectually curious, to engage eagerly in learning, and to take academic risks.
    - In 12 of 29 (41%) classroom observations, the objective for the day was written on the board.
    - In 9 of 29 (31%) classroom observations, the objective was mentioned at least once during the class for students to listen and know the goal of the class.
    - Use of equity sticks was observed in only one classroom observation to encourage students to answer questions. Choice of checking for understanding procedure was to have students raise hands and teachers to ask one of them to respond. Some students shouted answers, and most times they were accepted.
  4. In 13 of 29 (45%) classroom observations, communication student-student was safe & respectful. This statement relates to the fact that students are not encouraged to speak to each other or involved in think-pair-share or group work opportunities.
  5. There is inconsistency in the format in which teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across classrooms.
    - In 19 of 29 (66%) classroom observations, there was some type of recognition in varying degrees; In the other 10 of 29 classroom observations, students’ misbehaviors were ignored, the point system did not work; recognition occurred in such small degrees that it did not have an effect in the climate of the classroom, and there were some classrooms in which no positive responses were heard.
  6. Positive Behavior Interventions & Supports (PBIS) has been identified as a program to support the school in building a less punitive classroom culture. Initial training was carried, but implementation is slow depending on the grade level and teacher understanding.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4:</b> <b>Active and Different Ways of Learning</b></p> <p><i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students collaborate and/or learn using various learning modalities and/or multiple intelligences.</li> <li>Instruction balances direct explanation, modeling, guided and independent practice.</li> <li>Students use academic language and key vocabulary in speaking and writing.</li> <li>Grouping of students for instruction varies and is matched to the learning target or students' needs.</li> <li>Students have regular opportunities to actively construct knowledge, through a variety of learning resources (and are not simply passive recipients of pre-determined ideas and information).</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to <b>ensure that all students experience active and different ways of learning.</b></p>

Garfield Elementary rates **beginning** in this standard.

### Strengths:

- In three classrooms, the team observed consistent opportunities for students to make learning active. In these instances, students had a chance to use manipulatives, to engage in think-pair-share, and to practice new information toward mastery with assistance from both the teacher and other students from their group.
- The school has a partnership with the Annie E. Casey Foundation. As a result two hired reading intervention teachers provide intensive pull-out support through small guided reading groups to students in 2<sup>nd</sup> to 4<sup>th</sup> grade.
- The school/staff uses Si SWUN instructional methodology to teach math. Results in Math CST scores are attributed to the institution of this methodology in classrooms.

### Challenges:

- Overall many of the classes the SQR team observed at Garfield did not have active and different ways of learning.
  - In 11 of 29 (38%) classroom observations the SQR team observed students collaborating and/or learning using various learning modalities.
  - In 11 of 29 (38%) classroom observations the SQR team observed an academic push to have all students attain high levels of mastery. In many classrooms, although a practice sheet was provided to students, students checked their own work by looking at answers written by the teacher or another student on the

## Quality Indicator 1: Quality Learning Experiences for All Students

board. In these instances, students checked or corrected their answers, but mastery was not necessarily the goal. In several classrooms, the entire observation dealt with choral answers and practice of blending sounds.

2. The gradual release of information lesson format (I do, we do, you do) was not observed in the majority of classrooms. On the contrary, there were many instances in which, during the entire observation, only one type of activity was observed:
  - In 3 observations, lesson presentation was observed for 100 percent of the time.
  - In 2 observations, modeled practice was observed for 100 percent of the time.
  - In 4 observations, guided practice was observed for 100 percent of the time.
  - In 5 observations, independent work without any explanation other than reading the directions of the worksheet was observed for 100 percent of the time.
  - In an additional 4 classrooms, classroom activities landed in two areas from the following three choices: lesson presentation, guided practice, and independent practice.
  - During independent practice, teachers did not take advantage of pulling small groups of students to further support them, as this model intends.
3. In 8 of 29 (28%) classroom observations, students engaged in academic language and key vocabulary in speaking and writing.
  - In one classroom where students engaged in academic language, the entire observed time was spent describing a random picture chosen with students from the internet as a whole class activity. Students had a graphic organizer but only copied what the teacher wrote on the board. Students shared that they were getting ready to write a descriptive essay.
  - In another classroom, students were engaged in a pre-writing activity in which they were to look around their classroom and describe what they were seeing and to answer “yes/no” questions.
  - In a math class, students were asked to repeat the math terminology, but understanding of that terminology was not addressed.
4. Although there is a school-wide push to move toward Guided Reading, this process was observed twice. In these instances, students were working in small groups with the teacher or mentor guiding a small group.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 7: Students Know What They are Learning, Why, and How it can be Applied</b></p> <p><i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students apply academic language and key vocabulary in speaking and writing</li> <li>Students know the learning objectives for the lesson.</li> <li>Students know why they are engaged in this learning (i.e., long-term outcomes of it)</li> <li>Students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives.</li> <li>Students knew how it can be applied.</li> <li>Students understand what it looks like to know, perform, and interact "well" (with quality).</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to <b>ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</b></p>

Garfield Elementary rates **undeveloped** in this standard.

### Strengths:

### Challenges:

- Overall the SQR team observed many classes in which students interviewed did not have a clear understanding of what they were learning, why, and how it can be applied.
  - Although 23 of 51 (45%) students in 2<sup>nd</sup> to 5<sup>th</sup> grades could answer what they were learning, they repeated the activity they were doing (e.g. "describing," "area and perimeter," "combining sentences." Sometimes their answer was, "horses," "camouflage," "tree map" (when reading or writing). More general answers included "fractions," "math," and "science" because the reading selection was about stars, even if it was a reading activity.
  - 10 of 51 (20%) students in 2<sup>nd</sup> to 5<sup>th</sup> grades gave a response as to why this learning was important. In these instances, students answered, "to do well on a test," "to move to the next grade level" and "needed in the future" ...including once "when I go to college."
  - 6 of 51 (12%) students in 2<sup>nd</sup> to 5<sup>th</sup> grades responded to how they would demonstrate that they had learned the skill or content. In these instances, students said that their teachers would tell them if they had learned the information, or that if they could do it by themselves, they would know they had learned the information.
- In 7 of 29 (24%) classroom observations, teachers checked all of their students' learning by including think-pair-share, white boards, and equity sticks.
  - Most teachers walked around the classroom seeing how students were progressing.
  - Many teachers asked questions but called on the few who raised their hands.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 8: Academic Intervention and Enrichment Supports</b></p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is <b>little</b> evidence that the school provides the following:</p>	<p>There is <b>some</b> evidence that the school provides the following:</p>	<p>There is <b>substantial</b> evidence that the school provides the following:</p>	<p>There is <b>strong and consistent</b> evidence that the school provides the following: Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> <li>▪ identifying students who are struggling to meet expected learning targets,</li> <li>▪ identifying <u>why</u> students are struggling, and</li> <li>▪ referring them to the supports that address their need(s).</li> </ul> <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> <li>▪ identifying students who have (quickly) mastered expected learning targets, and</li> <li>▪ referring them to enrichment opportunities that extend their learning.</li> </ul> <p>Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2<sup>nd</sup> language learning, special education, and 504 needs).</p>	<p>There is <b>strong and consistent</b> evidence that the school provides the following:</p> <p>The school has implemented systems, including student input, to review evidence of these supports to <b>ensure that all students experience needed academic intervention and enrichment.</b></p>

Garfield Elementary rates **beginning** in this standard.

### Strengths:

1. The school provides academic intervention in reading in the form of tutoring, supported by Annie E. Casey reading intervention teachers on a limited basis.
2. The school employs instructional aides to support students in small group instruction in the classrooms.
3. The school supports Spanish-speaking students with bilingual classroom opportunities through an Early Exit transitional bilingual program.
4. The school is adopting Guided Reading as the practice to support students in improving their reading levels.
5. The COST team supports “intensive” students (FBB and BB on CST) by developing independent reading success plans and providing progress monitoring for them in 6-8 week cycles.
6. The after school program coordinator examines benchmark results for the program’s membership in order to better serve and support students academically.

## Quality Indicator 1: Quality Learning Experiences for All Students

### Challenges:

1. The SQR team is unclear how closely the bilingual program's classrooms follow the district's recommended times for instruction in English and Spanish. Although during classroom observations the team observed 1<sup>st</sup> graders reading in Spanish, some staff members noted that students in the bilingual program score far below basic in CST tests and are in need of further intervention support.
2. Inconsistent use of ELD time was observed. In several classrooms, ELD was an extension of ELA time.
3. The team observed Guided Reading in 2 of 29 (7%) classrooms during workshop time.
4. 1 of 51 (2%) students in 2<sup>nd</sup> to 5<sup>th</sup> grades knew the school's support services available to them when they struggled with their learning. Forty-one of 51 students (80%) responded that they raise their hand, ask the teacher, or ask someone else in the classroom.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 10: Equitable Access to Curriculum</b></p> <p><i>A quality school provides curriculum and courses (including A-G and AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support students to complete a college preparatory course work.</i></p>	<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background, gender and sexual orientation) are not proportionally represented in the academic programs across the school.</p> <p>Specific learners who experience on-going discrimination or who are part of historically lower-achieving groups may not have a full schedule of courses or may not have access to a challenging core curriculum, taught by fully-qualified teachers</p> <p>These specific learners are segregated into separate learning situations and do not receive the instruction or supports that will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does not consider these learners as groups with particular learning needs.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are not proportionally represented in the academic programs across the school. <u>However</u> there are deliberate efforts made to address this problem for some of these student groups and to support their integration into a challenging core curriculum with qualified teachers.</p> <p>OR</p> <p>Proportional distribution of groups of students exists -- but the basic curriculum itself does not offer most students the gate-keeping curriculum needed for preparation for higher education (e.g. algebra, lab sciences).</p> <p>Some learners who experience on-going discrimination or who are part of historically lower-achieving groups are still segregated into separate learning situations and do not receive the instruction or supports which will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, but it is uninformed by data-based inquiry.</p> <p>Some academic supports target these specific learners, but it is haphazard whether and how a student becomes involved and only a portion of students who might need such services actually receives them.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are proportionally represented in the academic programs. School structures and policies promote differential inputs as needed to support the needs of specific learners who experience on-going discrimination or who are part of historically lower-achieving groups, which gives them access to challenging curriculum and enables them to achieve high standards. These specific students are fully integrated into a challenging core curriculum with qualified teachers.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, and the people in key gate-keeping roles in the school have received training about access and equity issues, and operate with clear guidelines for ensuring full access.</p> <p>Academic supports are available so all students receive the help they need to master high standards.</p>

## Quality Indicator 1: Quality Learning Experiences for All Students

Garfield Elementary rates **developing** in this standard.

### Strengths:

1. The school offers bilingual Spanish classes in grades K-2. These classes utilize the Early Exit program.
2. EBAYC staff, supported by the principal, has begun a perfect attendance recognition campaign by posting the names of students with perfect attendance by their classroom doors.
3. The school has developed systems to address the quality of service provided to students and families via the COST team. These services support students academically as well as emotionally and socially, and by addressing health needs. The services are extended to students' families.
4. The school has developed a clear student behavior management process.
5. The after school program provides homework support as well as sports and enrichment activities such as cooking and Science Friday.

### Challenges:

1. Although the school has an attendance policy, there are no consequences for being late. During a campus observation in the main hall, over 40 students were observed coming late to school. Some stopped at the office and many continued to the classroom up to 20 minutes after instruction had begun.
2. The majority of teaching time is dedicated to English Language Arts and Mathematics (Phonics, Reading, Workshop, ELA writing, ELD, Math, Math facts). Science and Social Studies receive less attention or information embedded in reading passages as indicated during a focus group interview: "Open Court's reading selections integrate Science and Social Science in their reading selections."
3. The school/teachers do not address the needs of Gifted and Talented students. This is another reason for differentiation of lessons.
4. There are inconsistencies among staff in the implementation of their behavior management processes. Some teachers lack training in addressing African American students' behavioral issues.

## Quality Indicator 1: Quality Learning Experiences for All Students

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 11: College-going Culture and Resources</b></p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show <b>little</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>some</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students connect how their learning in class prepares them for future college and/ or career opportunities</li> <li>Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.</li> <li>Families have opportunities to use college - preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.</li> </ol>	<p>The school provides learning experiences that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that a college-going culture and resources are experienced by all students.</b></p>

Garfield Elementary rates **undeveloped** in this standard.

**Strengths:**

- The after school program has the goal of developing students' understanding that they can aspire to do anything they want, including going to college if they try hard.

**Challenges:**

- The SQR team did not observe evidence either in print or otherwise promoting a college going culture. One teacher did connect what students were learning to going to college, even though the connection was in the abstract.
- 3 of 51 students (6%) interviewed in 2<sup>nd</sup> to 5<sup>th</sup> grades mentioned that their learning prepared them for future college and/or career opportunities.

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

Garfield Elementary School  
SQR Visit: January 9 – 11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success. These rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, and Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

### Definitions

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

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

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1:</b></p> <p><b>Safe and Healthy Center of Community</b></p> <p><i>A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day.</i></p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>1. Students and parents feel safe and free from threat or bullying.</li> <li>2. Student-staff, student-student, and family-staff interactions keep students physically safe.</li> <li>3. Safety procedures are evident and enforced by all stakeholders.</li> <li>4. Mechanisms are in place to communicate with families/ community partners in a timely way.</li> <li>5. Students are provided healthy food and health-focused physical activity.</li> <li>6. Health partnerships, both on and off site, ensure student health needs are met.</li> <li>7. Health education is integrated into classrooms, programs, and services.</li> <li>8. Systems are in place for community to access facilities and to ensure space is taken care of.</li> </ol>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>ensure that the school functions as a safe and healthy center of the community.</b></p>

Garfield Elementary rates **developing** in this standard.

### Strengths:

1. The school's family survey show 70 percent of parents agreeing to the following:
  - The school creates a caring and supportive environment.
  - Staff treats students with respect.
  - There is an adult their child trusts and to whom he or she can go for help.
  - Children feel safe and secure in the school environment.

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

2. Student-staff, student-student, and family-staff interactions keep students physically safe.
  - There are posters of norms and rules in the cafeteria, and students follow them.
  - The yard is clean and well-maintained with sufficient play equipment. Students engage in safe play activity during recess opportunities.
  - Students behave respectfully in the library and follow instructions.
  - Adults in the cafeteria appear responsible for all children by checking in, calling students by name, and speaking warmly and constructively.
  - Students play with equipment well and return it before returning to their classrooms.
3. The school has a discipline plan that has been shared with staff addressing students' behaviors. The principal, Literacy Coach and SSO support students sent to the office on referrals. According to a staff member's interview, "discipline is less of a problem this year than it has been in the past."
4. Interactions between students and adults are firm, but kind.
  - Gentle reminders are given to students in the halls about not running. Students comply immediately.
  - When a conflict began in the yard, adults intervened immediately and settled the conflict before it became a problem.
  - When one student took pudding from another student in the cafeteria, one lunch supervisor immediately walked over and made sure the pudding was returned to the rightful owner.
5. Some mechanisms are in place to communicate with families/community partners in a timely way.
  - The office manager (bilingual Spanish) and School Security Officer provide support to parents who come and ask questions.
6. The school meets student health needs through several health partnerships on site.
  - A school nurse is at site daily to provide first aid and case management as well as screening and assessments.
  - A well-functioning COST team - supported by community counselors, family advocates, a school psychologist, and therapists - is in existence at Garfield.
7. Some systems are in place for the community to access facilities and further support families and students of Garfield Elementary.
  - The school houses several community and state-sponsored pre-school programs.
  - EBAYC after-school program uses the cafeteria and classrooms to support students with homework assistance and enrichment activities. This program also helps students to develop healthy relationships, to learn to tolerate differences, and to understand healthy active living and healthy eating.
  - There is a farmers market once per week in front of the school.
  - The Oak Parks and Recreation Program supports students after school with sports and enrichment activities.
8. Gates and main entrances to the school are locked during school hours to deter strangers from entering the school, especially when there is not an adult overseeing these areas. This was a decision made last school year based on feedback from parent concerns.
9. Parents were observed volunteering as assistant monitors during recess and/or lunch to provide extra safety on the yard.
10. The after school program helps building school community – they hold students to tribe agreements (mutual respect, attentive listening, right to pass and no put downs). They also support the school rules of 'be respectful, be responsible, be safe.'

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

### Challenges:

1. Although the school states in its self-reflection that it is implementing Caring School Communities class meetings and buddy activities to support a positive student culture, no evidence was observed of this program's implementation. When adults are not paying close attention to students, the team observed disrespectful words between them. Full implementation of Caring School Communities can address these issues.
2. Although the school has a two-tier discipline plan in which teachers administer interventions before sending students to the office to correct challenging behaviors, following these practices is inconsistent among staff. It was mentioned by both parents and school staff that many times parents are not aware of students' misbehaviors until they receive phone calls from an office staff member.
3. The person hired to support the school in addressing students' behaviors is on leave and has not been replaced. This reality places an extra load on other staff members at the site (principal, literacy coach and SSO).
4. Although parents are called to SSTs, many do not show up, and it slows down the process of support.
5. The school does not have a conflict mediation group to support with minor behavior issues.

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

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2:</b></p> <p><b>Coordinated and Integrated System of Academic and Learning Support Services</b></p> <p><i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p> <p><b>Standard 5:</b></p> <p><b>Identifies At-Risk Students and Intervenes</b></p> <p><i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</i></p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>a. Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them.</li> <li>b. Broad menu of on-site strategies, services and partnerships respond to student/family needs.</li> <li>c. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met.</li> <li>d. Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs.</li> <li>e. Students and families know what services are available.</li> </ul>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to <b>ensure that the school provides a coordinated and integrated system of academic and learning support services.</b></p>

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

Garfield Elementary rates **beginning** in this standard.

### Strengths:

1. EBAYC services in the form of a parent center and case management of families with chronic absences are in place to support struggling students and their families.
  - The director identified the group with the highest chronic absence issues as African American females. Case management is given to 50 families, and services continue until students improve attendance to 90 percent. These services have resulted in much improvement in attendance:
  - The parent center offers county services referrals, a food bank, and computer access.
2. Garfield's attendance team manages other families not supported by EBAYC and provides similar support.
  - The team meets weekly to develop and revise the attendance policy and to recognize perfect attendance.
  - It has created posters with the names of students with perfect attendance in each classroom.
  - It is presently working on a central bulletin board to recognize perfect attendance and those who have been absent once.
  - Another group to recognize includes the "Garfield Goers" (students who have made improvements in their attendance). The team recognizes that when students are absent, they are not accessing their right to be educated.
3. The after school program supports students with their homework and sets goals with students and families to improve their frequency of turning in homework. The program maintains that the goal is to complete and turn in homework, not necessarily that it is completely correct.
4. The school's COST team provides support to students who have academic and social-emotional needs. Students who do not show improvement from EBAYC case management are also referred to this team for more intense support.
5. The school offers intervention in the form of reading support by volunteers to a limited number of students.
6. The school has identified Guided Reading to support students in improving their reading levels.

### Challenges:

1. The school has limited resources to support students who need academic interventions.
  - The after school program is an enrichment program by design. It supports students by allowing them to have a place to complete their homework and to participate in enrichment and science activities on a weekly basis. This group has an enrollment of 181 students with a daily attendance average of 165.
  - A small number of students are supported by reading volunteers.
  - The school is beginning to use Guided Reading as a technique of having students read at their reading level to improve reading and comprehension.
  - The SQR team did not hear of any system to address the needs of students who do not meet proficiency of standards during each trimester/report card period.

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

2. There is inconsistency in the way that teacher procedures, practices and talk support students with strong learning experiences. There are some classrooms in which lacks of engagement techniques and low skill activities (worksheets) allow students to disengage and talk to other students.
3. The SQR team did not observe any programs or activities in which students learned about college and career options or in which parents learned about college and career opportunities for their children.
4. Classroom practices do not address the needs of low performing students. Strategies such as think-pair-share, checking for understanding techniques, working in groups or pairs, conducting hand-on activities, building academic language, etc. were observed minimally in most classrooms.

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

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6: Inclusive, Welcoming, and Caring Community</b></p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show <b>little</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>some</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>substantial</b> evidence of the following:</p>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Students and parents trust staff.</li> <li>Students and their families are “known” by school staff.</li> <li>Procedures and practices support new students and their families to quickly feel like members of the school community.</li> <li>Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community.</li> <li>Staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines.”</li> <li>Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.</li> </ol>	<p>The school provides learning environments that show <b>strong and consistent</b> evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to <b>ensure that students and their families experience an inclusive, welcoming, and caring community.</b></p>

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

- The school supports parents through the EBAYC parent center. During a parent focus group, this was identified as a strength of the school.
- The school is beginning a listening campaign to be inclusive of parents’ voice in the school.
- The SSC and ELAC meetings are well attended.
  - Spanish-speaking parents attend meetings and provide feedback to the principal about their concerns and needs for improvement.

### Challenges:

- There are few activities available for students and parents to be recognized and encouraged or to build relationships, other than the SSC and ELAC committees.
- The SSC and ELAC committees are not representative of the student population.

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

**Garfield Elementary School**  
**SQR Visit: January 9 – 11, 2012**

Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

OUSD’s approach to learning communities is rooted in the literature on Professional Learning Communities (PLCs) developed by Richard DuFour, Rebecca DuFour, and Robert Eaker. They define a PLC as “characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers’ focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each student as both the reason the school exists and the fundamental responsibility of those who work within it.”

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those that support teachers. This group of individuals is not *de facto* a learning community; however; they develop into a learning community as they collaborate together, build trust, challenge one another, and support one another – in service of student learning.

These rubrics enable schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Collaboration</b></p> <p><i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i></p>	Teachers do not collaborate.	The school staff has developed a plan for teacher collaboration and a few teachers have begun to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Some teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	The school staff regularly reflects on their approach to collaboration, and processes have been adjusted based on these reflections.

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. Garfield's staff engaged in summer work to develop a grade level academic year-long plan and create a unit correlating English Language Arts (ELA) standards with the new Common Core ELA standards thanks to a district grant. Groups worked by grade level in this endeavor. Their first unit was to be implemented during the first month of school and teams were to continue creating and implementing units of study throughout the school year.
2. Garfield School has a basic professional development plan addressing the academic and social/emotional focus for the year and addressing the districts' initiatives (Common Core standards, K-5 PWA, and a strong Science program).
  - Two Wednesdays are allotted for grade level PLC (professional learning communities) per month and one full day per month of planning ELA units from standards by grade level appear in the calendar.
  - There is an additional focus per grade level as follows: K/1 –ELD; 2/3 – Guided Reading; 4/5 – Science
  - A Social/Emotional focus includes creating a Caring School Community by implementing the program in the first 8 weeks of school, holding classroom meetings, and holding regular buddy meetings.

### Challenges:

1. Although the school employs a Literacy Coach, the main role of this person is to oversee Guided Reading, attend planning sessions with ILT, and work with grade level chairs, who in turn facilitate their grade level collaboration time. Her activities are more of a Coordinator due to limited staffing outside the classrooms and because there is a staff member on leave.
2. Although grade levels meet in PLC groups to develop units that emphasize the new Common Core standards (Kindergarten), there is inconsistency in implementation of those units/lessons. Furthermore, there is no support for teachers nor accountability to implement what is discussed and created during PLC time.
3. A need for more training and support around data analysis and how to use standards to plan instruction, not just creating units, was identified as a need of the school during a staff interview.

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

4. There is no evidence of oversight or coaching to ensure that teachers are setting learning targets, providing high quality instruction, or assessing progress towards established targets.
5. Teachers remain isolated from each other and some do not have an open door policy. A culture of observing each other's classrooms is not in place.

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Data Collection and Analysis</b></p> <p><i>A quality school ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.</i></p>	Teachers do not analyze data on students' performance or learning experiences.	The school staff has developed a plan for the analysis and use of data on students' performance and learning experiences.	Some teachers regularly analyze multiple types of data on students' performance and learning experiences.	Most teachers regularly analyze multiple types of data on students' performance and learning experiences.	The school staff regularly reflects on how they collect and analyze data, and processes have been adjusted based on these reflections.

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. The school administers district benchmark assessments following the district calendar.
2. Grade level data meetings as well as data conferences with the principal are conducted to promote accountability and reflection time, according to the self-reflection.
3. Garfield's staff, as part of the school's alignment of Common Core standard yearlong planning, is beginning to develop assessments to measure proficiency of units developed in grade level teams.

### Challenges:

1. There is not a focus to analyze data at the site on a regular basis, although some staff members recognize that data is available. During a focus group it was mentioned, "there is a need for more training and support around data analysis."
2. The self-reflection shares, "there is room for improvement to reach 100 percent of staff using item analysis regularly" and to develop "strong re-teach action plans aligned to whole class and small group misunderstandings" of curriculum.
3. Checking for understanding during class observations was minimal. In 7 out of 29 observations (24%) did the SQR team observe that students had their learning checked with immediate feedback regarding their progress toward the day's learning objectives. There was an over-reliance on teachers calling on raised hands, as opposed to strategies in which the learning of all students could be checked.
4. No discussion was heard from interviews regarding the activities teachers incorporate into their lessons after looking at data individually.

## Quality Indicator 3: Learning Communities Focused on Continuous Improvement

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4: Professional Learning Activities</b></p> <p><i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	Professional learning activities are not embedded in practice, do not promote teacher leadership, and do not support teachers to evaluate and revise their classroom practices.	The school staff has developed a plan to embed professional learning activities in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices, and this has been applied to a few activities.	Some professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	Most professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.	The school staff regularly reflects on their professional learning activities, and processes have been adjusted based on these reflections.

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. The school has an active Instructional Leadership Team (ILT) composed of members from each grade level carefully selected by the principal to participate. ILT is the modeling group that embraces standards-based teaching and learning and supports grade level members to implement units designed in their grade level Professional Learning Communities (PLC). This year's ILT focus is on instruction and instructional strategies to improve student performance.

### Challenges:

1. Although the ILT team is a moving force toward change, not all staff members are on the same page.
2. Without a developed and embedded practice of data collection and analysis, and without agreement as to what constitutes good classroom practice, there is no framework for teachers to evaluate and revise their classroom practice.
3. The school lacks a strategic focus on English Learner (EL) issues, although the school has a large EL population.
4. In the self-reflection, the school explains, "currently the school has not identified one subgroup for strategic focus, but...providing intervention to those scoring the lowest in reading." This is done by outside volunteers who come weekly and work with students using Guided Reading in a pull-out approach.

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

### Garfield Elementary School SQR Visit: January 9 – 11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

### Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

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

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 2: Shared Decision-making</b></p> <p><i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</li> <li>▪ The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <p><b>To ensure that decision-making is shared</b>, the school has implemented systems to monitor the effectiveness of these practices.</p>

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. The school has SSC and ELAC parent groups in place. Officers meet before their monthly meetings with the designated staff member to plan the agenda. Meetings support parents with translation (Spanish and Chinese) and with food during the regular meetings.
2. The school has made strong partnership with EBAYC to support the school via the after school program, the family center, and the attendance team. These groups feel included in the decision making process and share that their voice counts at the school.
3. The school's COST team is organized and uses the cycle of inquiry in approaching and communicating their actions. That is, they identify student challenge, assess needs, develop supports, create measurable goals, evaluate progress, and modify actions as necessary. Membership to this group includes: CHAA counselor, EBAYC managing director and family advocates, site's full inclusion teacher and resource specialist, ACMHS counselor and intern, outreach consultant, literacy/ELD coach, nurse, psychologist, and principal.
4. Parents feel comfortable sharing their concerns (mostly about safety) and share that the principal acts quickly to correct them. Some are willing to volunteer (as yard monitors) when they understand the need and lack of funds available.
5. The principal uses the Instructional Leadership Team (ILT) as a group to help him make decisions, since there are no other staff members in a leadership role at the site.
6. The school has created a Community Leadership Team composed of teachers, EBAYC director and the principal to reflect and implement activities that engage more parents

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

### Challenges:

1. The SSC membership does not represent the school's population in its entirety. The majority of parents are Spanish-speaking and Chinese-speaking. They are just beginning to learn and understand their role and impact on their school program. Their role is more of compliance than leadership.
2. There is not a working Parent Association that raises funds to bring programs parents want to see at the school (sports, computers, music, etc.).
3. There is not a student council at the school to access student voice or to plan activities for students. Students do not get asked about decisions made at school. There are no systems for student leadership.

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

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5: Student/Family Engagement on Student Progress</b></p> <p><i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	<p>There is <b>little</b> evidence of the following:</p>	<p>There is <b>some</b> evidence of the following:</p>	<p>There is <b>substantial</b> evidence of the following:</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>▪ The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school.</li> <li>▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <p><b>To ensure effective student/family engagement on student progress</b>, the school has implemented systems to review evidence of the effectiveness of these practices.</p>

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. Fall conferences with students that are FBB/BB and at risk of retention are held. The goal of these conferences is to provide teachers and families an opportunity to learn their child's status and options for improvement, as well as ample time to start interventions.
2. COST and SST meetings are scheduled during the year to offer supports to students and their families.
3. The office manager is bilingual in Spanish and supports Spanish-speaking parents when they come into the office.
4. The parent center welcomes parents and family members who want to get involved in their child's education or who need support.

### Challenges:

1. Aside from report cards and fall conferences, parents have few opportunities to learn how their children are progressing during the school year when they are not monitored by the COST team.

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

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6: Family Engagement on Student Learning</b></p> <p><i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	There is <b>little</b> evidence of the following:	There is <b>some</b> evidence of the following:	There is <b>substantial</b> evidence of the following:	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ul style="list-style-type: none"> <li>The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</li> <li>These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding</li> </ul>	<p>There is <b>strong and consistent</b> evidence of the following: ...</p> <p><b>To ensure effective family engagement on student learning,</b> the school has implemented systems to review evidence of these practices.</p>

Garfield Elementary School rates **undeveloped** in this standard.

### Strengths:

1. The school offers a few workshop opportunities for parents; these are mostly offered through the after school program.

### Challenges:

2. The school does not provide systematic opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.
3. According to a parent interview, parents do not receive correspondence from teachers letting them know what their child is learning. Sometimes parents do not receive phone calls from teachers when their child is misbehaving to address the problem early. By the time parents hear of a problem, it is because the office is enforcing a consequence.

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

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 7: Standards of Meaningful Engagement</b></p> <p><i>A quality school builds effective student, family, and community partnerships by implementing standards of meaningful student and family/ community engagement, which are developed and approved by these local key stakeholders</i></p>	There is <b>little</b> evidence of the following:	There is <b>some</b> evidence of the following:	There is <b>substantial</b> evidence of the following:	There is <b>strong and consistent</b> evidence of the following: <ul style="list-style-type: none"> <li>The school uses standards of meaningful student, family, and community engagement to build and assess the quality of its communications, meetings, and activities.</li> <li>These standards are developed and approved by the school’s key stakeholders.</li> </ul>	There is <b>strong and consistent</b> evidence of the following: ...  The school has implemented systems to review evidence of these practices.

**Note: OUSD has undertaken efforts to create MSECE standards over the course of 2011-2012. Until those are developed and disseminated, we cannot fairly assess this standard.**

Garfield Elementary rates **beginning** in this standard.

**Strengths:**

1. The school is mindful that parents speak languages other than English and provide Spanish and Chinese translators during SSC and ELAC meetings.
2. The school is using the School Quality Review process to leverage the introduction of a listening campaign. The school has plans to start this process in the spring.
3. The school offers a winter assembly and invites parents to join in their celebration.
4. The school began the Community Leadership Team with the purpose of building a positive student culture.

**Challenges:**

1. Engaging parents at the school is in its beginning stages.

## Quality Indicator 5: Effective School Leadership & Resource Management

### Garfield Elementary School SQR Visit: January 9 – 11, 2012

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that the leaders of a school play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a full service community school.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student.

Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

<b>Undeveloped</b>	The school has not yet begun to implement the practice(s) and/or build the conditions.
<b>Beginning</b>	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
<b>Developing</b>	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
<b>Sustaining</b>	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
<b>Refining</b>	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

### Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

## Quality Indicator 5: Effective School Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 5: Focus on Equity</b></p> <p><i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.</i></p>	<p>The school staff is not focused on addressing historical inequities.</p>	<p>The school staff understands the importance of addressing historical inequities, and has developed a plan to address these inequities.</p>	<p>The school staff has instituted some practices designed to address historical inequities.</p>	<p>The school staff consistently engages in practices that interrupt historical patterns of inequity</p>	<p>The school staff regularly reflects on their approach to addressing inequities, and processes have been adjusted based on these reflections.</p>

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. The principal and Instructional Leadership Team (ILT) look at data and reflect on the differential attainment levels among subgroups. ILT leaders facilitate using data to improve student learning in their grade levels.
2. Staff recognizes that African American students are not achieving at the same level as other students. Individual teachers think about steps to take with this population to improve their academic achievement (higher and consistent expectations, academic language, etc.).
3. The principal has instituted data conferences with teachers to promote accountability and reflection time with data, per the self-reflection.
4. The principal and his region's RExO carry walkthroughs together and discuss quality of instruction in classrooms.

### Challenges:

1. Student work posted on walls varies in quality and at times represent lower than grade level standards. The work does not show a rubric that indicates the quality and expectation of the assignment.
2. Shadowing of African American and English Learner students did not show common and clear routines with these populations to improve students' opportunities to access curriculum. While in one classroom, the teacher worked well with an African American student; in the other two, the students were not observed achieving at the same level. In the observation of English Learners, students were not receiving enough speaking practice and spent most of their time listening or practicing skills via worksheets.
3. During classroom observations, there was no observable process (warm-up exercise, do now, etc.) addressing re-teaching of areas that students needed to address based on benchmark assessments. In a focus group, it was mentioned that "there is a need for more training and support around data analysis and how to use standards to plan instruction, instead of just creating units."

## Quality Indicator 5: Effective School Leadership & Resource Management

4. During a focus group interview, it was mentioned that “the school is lacking a strategic focus on English Learner issues” and that “many students are stuck in CELDT level 3-intermediate level.” Although there is a clear concern for this population, there have not been discussions to address these issues.
5. It was mentioned during a focus group interview that there is a need to evaluate moving to a Dual Immersion model instead of the bilingual program as a possibility to address students being bilingual and proficient in two languages by the time they exit elementary school.

## Quality Indicator 5: Effective School Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standards 6a and 9:</b> <b>Accountability for Student and Staff Outcomes</b></p> <p><i>A quality school has leadership that:</i> 6) guides and supports the development of quality instruction across the school to ensure student learning; 9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</p>	<p>The school staff has not developed student and staff outcomes, nor a system to monitor progress, and individuals do not assume mutual accountability.</p>	<p>The school staff has developed student and staff outcomes and a system to monitor progress, but they are utilized sporadically, and most individuals do not assume accountability.</p>	<p>The school staff has developed student and staff outcomes, monitor their progress occasionally, and have developed systems to foster a sense of mutual accountability.</p>	<p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>	<p>The school staff regularly reflects on their approach to accountability, and processes have been adjusted based on these reflections.</p>

Garfield Elementary School rates **undeveloped** in this standard.

### Strengths:

1. The school plan reflects expected academic student outcomes.
2. The school administers benchmark assessments.

### Challenges:

1. The self-reflection does not show a student group on which the school has a strategic focus. Instead, the school “is focusing on improving instruction for all students – especially providing intervention to those scoring the lowest in reading.”
2. Examining data and planning re-teaching lessons to address gaps is inconsistent by grade level. This is the responsibility of grade level members on ILT and varies across the school.
3. School/teachers rely on reading pull-out support (Annie E. Casey Foundation) to address gaps in student achievement. Evidence of this statement includes, “we need more intervention reading pull out to support our students.”
4. The focus of this year’s PLC work is around creating units using the new Common Core standards and implementing these lessons. There is inconsistency of implementation and no support to make this implementation phase possible.
5. The principal and several staff members have shared a need to develop a vision for the school by answering the question, “What is it to be a Garfield student?” both in the self-reflections as well as during interviews. This is important for the school because of its history of leadership changes and of start/stop initiatives due to the previous fact.

## Quality Indicator 5: Effective School Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 6b:</b></p> <p>Professional Learning</p> <p><i>A quality school has leadership that guides and supports the development of quality instruction across the school.</i></p>	<p>The school staff is not committed to ongoing professional learning.</p>	<p>The school staff understands that professional learning is important and they are developing a culture to enhance commitment to professional learning.</p>	<p>Some members of the school staff are committed to ongoing professional learning and the school culture is supportive of professional learning.</p>	<p>Most members of the school staff are committed to ongoing professional learning.</p>	<p>The school staff regularly reflects on their approach to professional learning, and processes have been adjusted based on these reflections.</p>

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. The school has a Professional Development plan that supports the school's work over the summer in creating a unit incorporating Common Core standards in ELA. This plan shows two Wednesday afternoons and one full day per month for PLC grade level collaboration to create pacing guides and units that reflect the Common Core standards. One Wednesday is selected for school-wide trainings such as Parent Conferences, Caring School Community, Math benchmarks and Common Core, and PBIS (addressing students' culture and behavior).

### Challenges:

1. The school lacks a focus on English Learners (EL) when this population represents a high percentage of the school's population (60%) and when a majority of EL students lie in the intermediate level, unable to move towards reclassification.
2. Once units of study are developed along with unit assessments, discussion about teaching practices, mutual accountability, and implementation support needs to follow.
3. Training to address the needs of the African American subgroup and English Learners are missing, given that these are the subgroups that need more support.

## Quality Indicator 5: Effective School Leadership & Resource Management

STANDARD	Undeveloped	Beginning	Developing	Sustaining	Refining
<b>Standards 1, 2, 3, 11: Shared Responsibility</b>  <i>A quality school has leadership that</i> <i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i> <i>2) shares school improvement and decision-making with students and their families;</i> <i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i> <i>11) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i>	We believe that every member of a school community is responsible for the education of the students that it serves. Students, families, and other community members join with the school staff to design, develop, and support strategies that are in the best interest of every student.				
	Staff, students and families participate only in mandated decision-making bodies (e.g., School Site Council, English Language Advisory Council), and that participation is primarily “signing off” on the plans of school leaders.	Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made. They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.	Staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made. Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.	Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies which build the capacity of staff, students, families, and community to assume leadership roles.	Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.  <b>To ensure shared responsibility,</b> the school has implemented systems to monitor the effectiveness of these practices.

Garfield Elementary School rates **beginning** in this standard.

### Strengths:

1. The principal was identified by many staff members as “responsive to the needs of the school compared to his predecessors, and making more significant changes in instruction.” He is not only helping the school become safer, but he also cares about the school, the staff, and the students. He listens to parents and takes care of items of safety identified by them. His leadership has helped with distractions away from academics and in decreasing behavior problems.
2. The school has active SSC and ELAC groups that meet monthly. Translation services are provided in Spanish and Chinese, since its membership represent these ethnic groups. SSC and ELAC boards meet in advance to prepare agendas.
3. The Instructional Leadership team supports the principal in moving the school forward and provides feedback from the staff about their initiatives.

## Quality Indicator 5: Effective School Leadership & Resource Management

### Challenges:

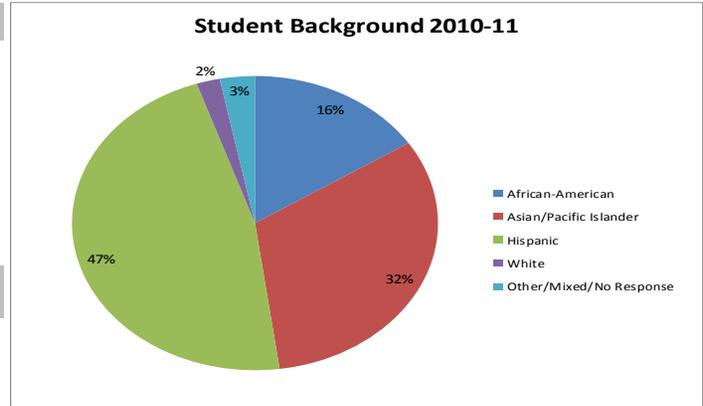
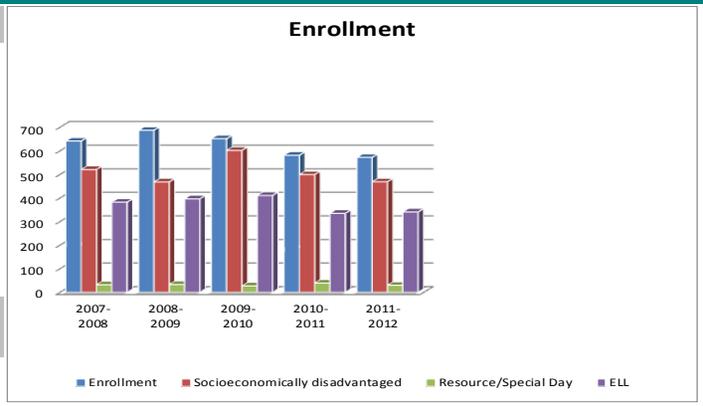
1. The school does not have a Parent Association or Student Council to provide feedback in decisions that affect the school. Because the school recognizes this as a fact, it has plans to carry a listening campaign to incorporate all stakeholders' voice.
2. The school does not have a culture or systems in place for staff to participate in decisions that affects the school.

## Garfield Elementary: Summary of Rubric Ratings

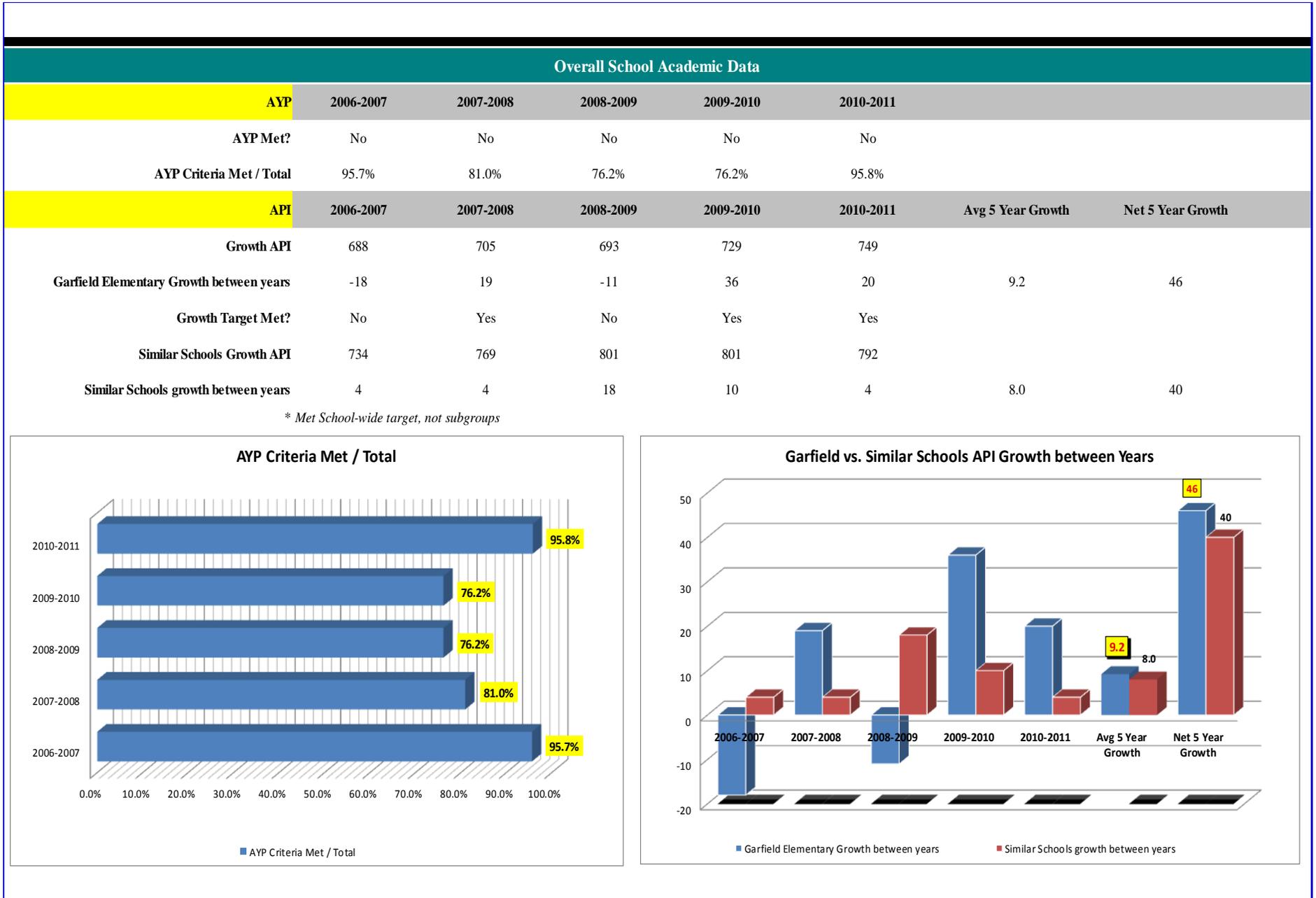
Quality Indicator	Focus Standard	Focus Standard	Rubric Placement	Undeveloped	Beginning	Developing	Sustaining	Refining
1	1.1	1.1 Meaningful & Challenging Curriculum	Beginning		<input checked="" type="checkbox"/>			
1	1.2	1.2 Safe & Nurturing Learning Experiences	Beginning		<input checked="" type="checkbox"/>			
1	1.4	1.4 Active & Different Ways of Learning	Beginning		<input checked="" type="checkbox"/>			
1	1.7	1.7 Students Know What They are Learning, Why, and How it can be Applied	Undeveloped	<input checked="" type="checkbox"/>				
1	1.8	1.8 Academic Intervention & Enrichment Supports	Beginning		<input checked="" type="checkbox"/>			
1	1.10	1.10 Equitable Access to Curriculum	Developing			<input checked="" type="checkbox"/>		
1	1.11	1.11 College-going Culture & Resources	Undeveloped	<input checked="" type="checkbox"/>				
2	2.1	2.1 Safe & Healthy Center of Community	Developing			<input checked="" type="checkbox"/>		
2	2.2	2.2 Coordinated & Integrated System of Academic & Learning Support Services	Beginning		<input checked="" type="checkbox"/>			
2	2.5	2.5 Identifies At-Risk Students & Intervenes	Beginning		<input checked="" type="checkbox"/>			
2	2.6	2.6 Inclusive, Welcoming & Caring Community	Beginning		<input checked="" type="checkbox"/>			
3	3.1	3.1 Collaboration	Beginning		<input checked="" type="checkbox"/>			
3	3.2	3.2 Data Collection & Analysis	Beginning		<input checked="" type="checkbox"/>			
3	3.4	3.4 Professional Learning Activities	Beginning		<input checked="" type="checkbox"/>			
4	4.2	4.2 Shared Decision-making	Beginning		<input checked="" type="checkbox"/>			
4	4.5	4.5 Student/Family Engagement on Student Progress	Beginning		<input checked="" type="checkbox"/>			
4	4.6	4.6 Family Engagement on Student Learning	Undeveloped	<input checked="" type="checkbox"/>				
4	4.7	4.7 Standards of Meaningful Engagement	Beginning		<input checked="" type="checkbox"/>			
5	5.1, 5.2, 5.3, & 5.11	5.1, 5.2, 5.3, & 5.11 Shared Responsibility	Beginning		<input checked="" type="checkbox"/>			
5	5.5	5.5 Focus on Equity	Undeveloped	<input checked="" type="checkbox"/>				
5	5.6a & 5.9	5.6a & 5.9 Accountability for Student & Staff Outcomes	Beginning		<input checked="" type="checkbox"/>			
5	5.6b	5.6b Professional Learning	Beginning		<input checked="" type="checkbox"/>			

## Garfield Elementary: Data profile

<b>Name of School:</b>	<b>Garfield Elementary</b>	<b>Name of School Leader:</b>	<b>Nima Tahai</b>	<b>PI (Program Improvement) Status:</b>	<b>In PI</b>	<b>Year in PI</b>	<b>Year 5</b>	<b>Site Code</b>	<b>118</b>
<b>Live-Go Data</b>									
	<b># Live in Neighborhood</b>	<b># Live-Go w/in School</b>	<b># No Live Go</b>	<b># Live No-Go</b>	<b>% Neighborhood Live-Go</b>	<b>% Neighborhood Live No-Go</b>	<b>% School Live-Go</b>	<b>% of school No Live-Go</b>	
	708	354	218	354	50.0%	50.0%	60.9%	37.5%	
<b>Enrollment, Attendance, Background, &amp; Discipline in School</b>									
<b>Enrollment</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>				
Total	641	687	651	581	572				
Total Kindergarteners	91	101	102	79	101				
Total 1st Graders	111	109	106	98	86				
Total 2nd Graders	113	117	104	103	95				
Total 3rd Graders	125	115	108	100	100				
Total 4th Graders	112	125	106	103	89				
Total 5th Graders	89	120	125	98	101				
<b>2010-2011 Attendance &amp; Absence Rates</b>	<b>Truancy Rate (# of students w/unexcused absence or tardy on 3 or more days)</b>		<b>Attended &gt; 95% school days</b>	<b>ADA</b>	<b>Chronic Absence (&gt;10% of academic year) Rate 10-11</b>				
School	48.7%		68.0%	95.3%	12.0%				
Region	N/A		71.0%	N/A	11.0%				
District	27.3%		71.0%	N/A	11.0%				
<b>Special Populations</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012 (projected)</b>				
Socioeconomically disadvantaged	521	468	602	499	469				
% of total enrolled	81.3%	68.1%	92.5%	85.9%	82%				
ELL	382	396	411	335	340				
% of total enrolled	59.6%	57.6%	63.1%	57.7%	60%				
Resource/Special Day	32	33	27	39	30				
% of total enrolled	5.0%	4.8%	4.1%	6.7%	5%				
<b>Background of students 2010-2011</b>	<b>Number of students</b>	<b>% of Total Students</b>	<b>Discipline - prior school year (10-11)</b>	<b>Suspension # of students</b>	<b>% of total students suspended</b>				
African-American	92	16%	African-American	16	53.3%				
Asian/Pacific Islander	186	32%	Asian/Pacific Islander						
Hispanic	273	47%	Hispanic	6	20.0%				
White	12	2%	White	2	6.7%				
Other/Mixed/No Response	18	3%	Other/Mixed/No Response	2	6.7%				
ELL	335	58%	Male	17	56.7%				
SPED	39	7%	Female	13	43.3%				
Male	321	55%	Total	30					
Female	260	45%							



## Garfield Elementary: Data profile



## Garfield Elementary: Data profile

CST ELA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	27.5%	29.8%	33.5%	32.9%	39.1%	32.6%	11.7%
<b>Basic</b>	33.7%	34.2%	29.2%	32.9%	27.9%	31.6%	-5.8%
<b>Far Below Basic/Below Basic</b>	38.8%	36.0%	37.3%	34.1%	33.0%	35.9%	-5.8%

CST Math							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
<b>Proficient/Advanced</b>	41.1%	42.1%	44.5%	53.4%	56.9%	47.6%	15.8%
<b>Basic</b>	24.4%	28.0%	24.9%	25.4%	20.7%	24.7%	-3.8%
<b>Far Below Basic/Below Basic</b>	34.4%	30.0%	30.6%	21.2%	22.4%	27.7%	-12.0%

**ELA CST 5 Year Data**

Year	Proficient/Advanced	Basic	Far Below Basic/Below Basic
2006-2007	27.5%	33.7%	38.8%
2007-2008	29.8%	34.2%	36.0%
2008-2009	33.5%	29.2%	37.3%
2009-2010	32.9%	32.9%	34.1%
2010-2011	39.1%	27.9%	33.0%

**ELA CST 5 Year Average**

Category	Percentage
Proficient/Advanced	32%
Basic	32%
Far Below Basic/Below Basic	36%

**Math CST 5 Year Data**

Year	Proficient/Advanced	Basic	Far Below Basic/Below Basic
2006-2007	41.1%	24.4%	34.4%
2007-2008	42.1%	28.0%	30.0%
2008-2009	44.5%	24.9%	30.6%
2009-2010	53.4%	25.4%	21.2%
2010-2011	56.9%	20.7%	22.4%

**Math CST 5 Year Average**

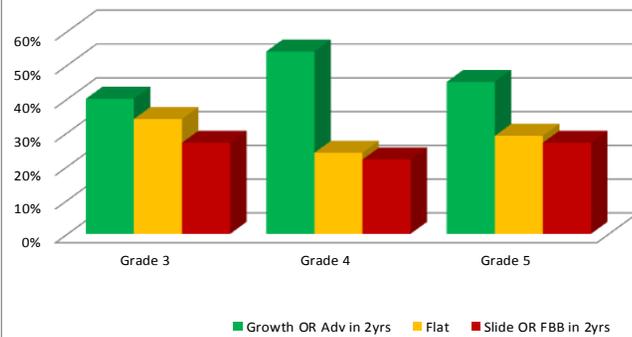
Category	Percentage
Proficient/Advanced	47%
Basic	25%
Far Below Basic/Below Basic	28%

## Garfield Elementary: Data profile

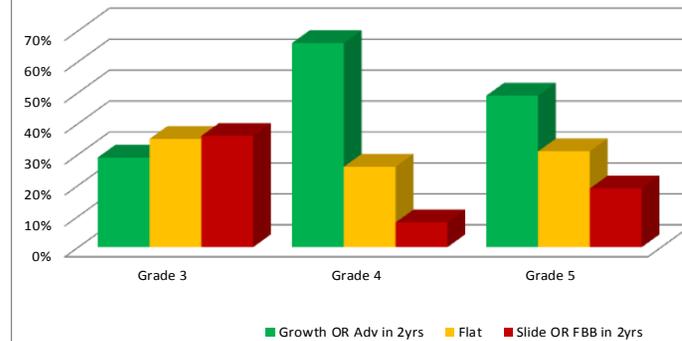
### 2 Yr Cohort Academic Data

Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Student remained at the same performance level in both years, not including FBB and Adv	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years
<b>Garfield 2 Yr Cohort Data 09-10 to 10-11</b>	<b># Students</b>	<b>% Growth</b>	<b>% Flat</b>	<b>% Slide</b>	
	254	48.4%	30.7%	20.9%	

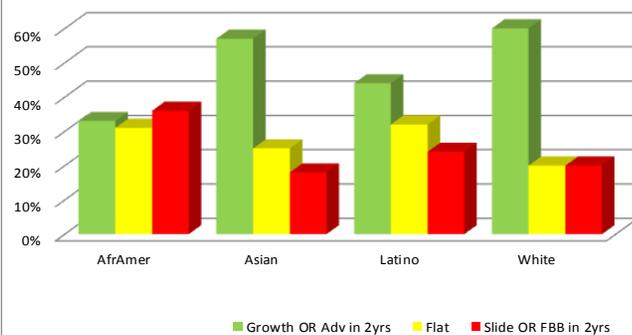
Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



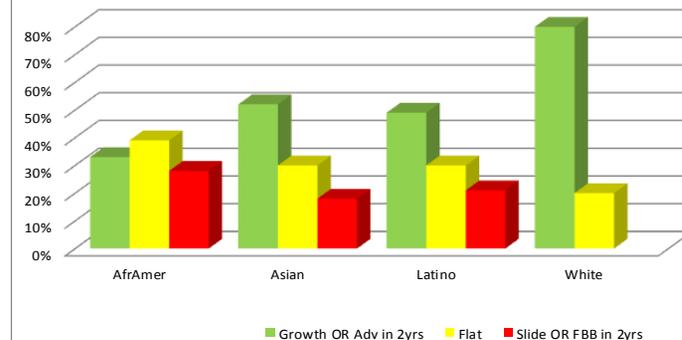
ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



## Garfield Elementary: Data profile

### CST Math

PerfLevel 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	73.3%	25.3%	1.3%			75
Proficient	24.6%	44.9%	30.4%			69
Basic	4.9%	36.1%	39.3%	16.4%	3.3%	61
Below Basic		13.6%	20.5%	43.2%	22.7%	44
Far Below Basic			12.5%	75.0%	12.5%	8

### ELA

PerfLevel 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	84.0%	16.0%				25
Proficient	44.8%	31.0%	20.7%	3.4%		58
Basic	6.3%	27.8%	49.4%	15.2%	1.3%	79
Below Basic	1.6%	17.2%	31.3%	32.8%	17.2%	64
Far Below Basic			21.4%	39.3%	39.3%	28

## Garfield Elementary: Data profile

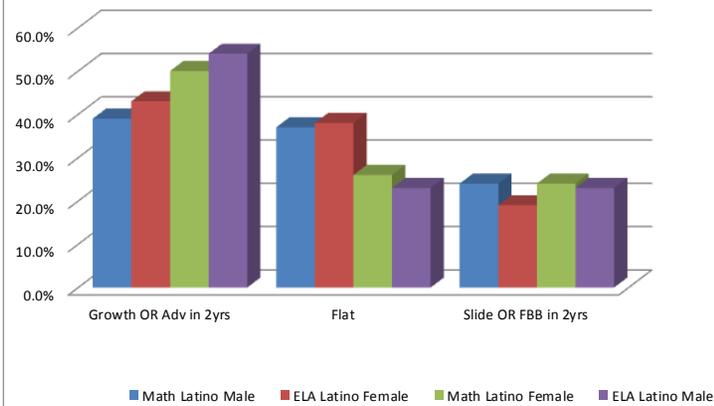
### Lowest Performing Subgroup - Latino Students

	School	Latino	CST Math		CST ELA		
			Math Latino Female	Math Latino Male	ELA Latino Female	ELA Latino Male	
2010 Growth API	729	685					
2011 Growth API	749	731	<b>Growth OR Adv in 2yrs</b>	50.0%	39.0%	43.0%	54.0%
2010 API Change	36	26	<b>Flat</b>	26.0%	37.0%	38.0%	23.0%
2011 API Change	20	46	<b>Slide OR FBB in 2yrs</b>	24.0%	24.0%	19.0%	23.0%
<b>Total Students</b>				<b>58</b>	<b>71</b>	<b>58</b>	<b>69</b>

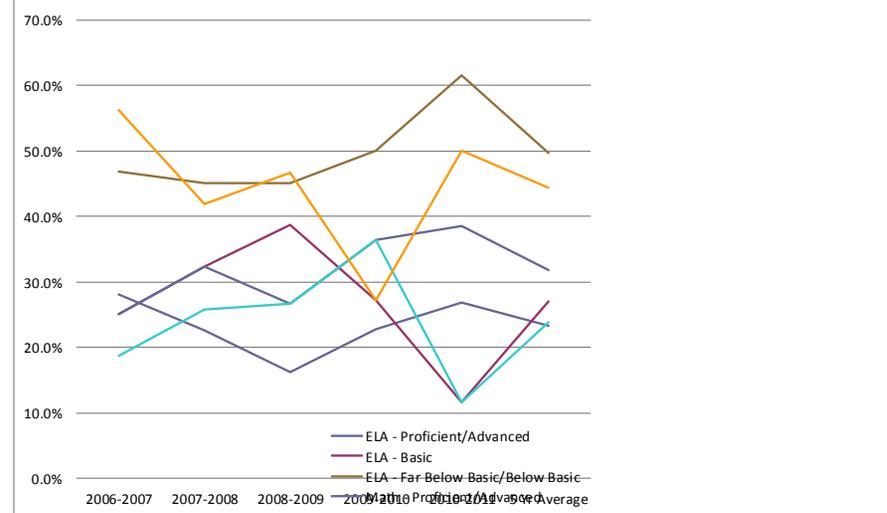
### African-American Male CST Data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
ELA - Proficient/Advanced	28.1%	22.6%	16.1%	22.7%	26.9%	23.3%	-1.2%
ELA - Basic	25.0%	32.3%	38.7%	27.3%	11.5%	27.0%	-13.5%
ELA - Far Below Basic/Below Basic	46.9%	45.2%	45.2%	50.0%	61.5%	49.7%	14.7%
Math - Proficient/Advanced	25.0%	32.3%	26.7%	36.4%	38.5%	31.7%	13.5%
Math - Basic	18.8%	25.8%	26.7%	36.4%	11.5%	23.8%	-7.2%
Math - Far Below Basic/Below Basic	56.3%	41.9%	46.7%	27.3%	50.0%	44.4%	-6.3%

Lowest Performing Subgroup (ELL) CST 2-Year Cohort Performance



AA Male - CST Performance





OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools,  
Thriving Students*



# Garfield Elementary School Self-Reflection December 16, 2011

Oakland Unified School District  
Quality Community School Development

## Garfield Elementary: Self-Reflection

<b>1 What are 3 things that are distinctive about your school?</b>
<p>No content in the TELL Survey could answer this question, but from the Garfield Teacher Survey (6 respondents): Team work (3); Diversity/Multiculturalism (3); standards based planning and instruction (2); after-school program (2); intervention program (2).</p> <p>From the parent survey: The teachers (34); Safety (28) The diversity/multiculturalism of the students and staff (19); EBAYC / afterschool programs (17); educational program (16); caring/understanding/welcoming (14); programs such as parent center, farmer’s market (12); respect (11).</p> <p><i>From our past – significant change in school leadership (4 Principals in 6 year span), our school being “under the thumb” of strict OCR compliance for many years. From our present – a focus on early childhood, focus on building caring school community, QEIA and veteran teaching staff, diversity/multiculturalism.</i></p>

<b>2 How effective is your school overall?</b>						
		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory
How do you know						
82.6% of the teachers from the TELL survey agree that overall Garfield is a good place to work and learn.						
<i>What are its notable strengths?</i>						
<ul style="list-style-type: none"> <li>• Veteran/Experienced staff – outstanding teacher/leaders</li> <li>• QEIA – smaller class sizes</li> <li>• Strong community partner - EBAYC</li> </ul>						
<i>What are the main priorities for improvement?</i>						
<ul style="list-style-type: none"> <li>• Instruction – focused curricular shift from only following Open Court to – in-depth standards based planning and early implementation of Common Core standards</li> <li>• Instruction – focused literacy expansion to include a “balanced literacy” approach that includes guided reading implementation and using more diverse achievement data – including Guided Reading Levels</li> <li>• Adult Culture – continuing to promote a healthy adult culture – staff and families treating each other with respect (staff to staff, staff to families, families to staff, families to families). Explicit shift from staff negative talk – to discourse that is focused on solving problems and taking responsibility of what we can do better.</li> <li>• School Culture – gradual shift to make it our work and responsibility to explicitly instruct and support student social emotional needs. Focus on building community in classrooms and across grade levels. Focus on an overall more positive culture with incentives to do the right thing.</li> <li>• Coordination of Services Team – a response to intervention approach to providing intensive support to our students struggling the most with attendance, academics, conduct/effort or all of the above. Focused and aligned services to most effectively support our students in highest need.</li> <li>• Developing parent leadership and voice – empowering families to join/create action oriented teams rather than complain when things are not working. No current existing parent/family association. SSC and ELAC are primary family bodies.</li> <li>• Our school needs a clear vision/values. Lots of start/stops and different initiatives under previous school leaders have fragmented a clear vision of what inspires all at Garfield. Without a unifying vision and values there are increased opportunities for disagreement and challenge to come together to accomplish school goals.</li> </ul>						

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<b>3 How well is the school regarded by its students and parents?</b>						
		4	3	2	1	
Evaluation: <span style="float: right;">Excellent</span>						Unsatisfactory
How do you know? No Content in the TELL Survey for this Question <b>When asked “Overall, what grade would you give to Garfield?” 70% of students give Garfield an A or B.</b> <b>53 A (excellent) 77 B (good) 31 C (fair) 13 D (poor) 1 F (failing) 7 No Response</b>  <b>More than 65% of parents give Garfield an A or B.</b> <b>57 A (excellent) 113 B (good) 64 C (fair) 10 D (poor) 1 F (failing) 6 No response</b>  80% of the students say that Garfield is a good place to learn; 70% feel safe at school; 65% would recommend the school to a friend; 35% say the food tastes good; and 30% say the school is clean.  75% of parents are satisfied overall with their student’s progress; 75% say there is good communication between parents and staff; 75% would recommend Garfield to another family;  From the Garfield teacher survey: two teachers say parents think it is a safe place to learn; two teachers say parents want improvement in the academic level, especially in ELA; one teacher says that parents are not involved; one teacher gave no response.  <b>What do (a) students and (b) parents most like about the school?</b> a) from the student survey, students most frequently mention teachers and learning (87); PE/recess and the playground (59); and fun activities (19). Other responses include choir; healthy food; EBAYC and friends.  b) from the family survey, parents most frequently mention that they like the teachers (38); safety(29); the EBAYC/afterschool program(15); that Garfield is a neighborhood school (19); the diversity/multiculturalism of the students and staff (8); the principal(6); uniforms(5); extra programs like Big Smiles, Lotus Bloom, and the parent center(3). There were many other responses that generally talk about the staff being friendly, the school being clean and welcoming, etc.  <b>What do they feel needs improvement, and what action is being taken?</b> a) From the student survey, students most frequently mention playground improvements: 84; academic improvements: 32; student discipline: 25; no uniform: 11; Better food: 8; more computers: 4; other: 34. In the student discipline comments there is reference to bullying.  b) From the family survey, parents most frequently mention that they would change nothing (41); improve safety (13); improve the effectiveness and attitude of some teachers (15); improve cleanliness, especially of the bathrooms (11); better communication (6); parking (6); more homework (6); improve traffic when picking up kids (4); more parent involvement (4); more after school activities (3); better lunches (3); raise the academic level (3), improved teaching techniques (10). 5 people mention the uniform: 3 want the uniform to be mandatory, and 2 do not want a uniform. There are many, many other single comments on areas for improvement from the survey.						

<b>4 How well do students achieve academically?</b>						
		4	3	2	1	
Evaluation: <span style="float: right;">Excellent</span>						Unsatisfactory
How do you know? No Content in the TELL Survey to answer this question.						

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*Using the CST as a measure, in 2010-11 Garfield students, on average, achieve lower than the district average. Student academic achievement must improve at Garfield, which is a common sentiment amongst staff as gathered by informal conversation, and evidenced by:*

*39% of students proficient or advanced in ELA - compared to the district average of 51% (in elementary schools)  
53% of students proficient or advanced in Math - compared to the district average of 64.5% (elementary)  
41% of our 5<sup>th</sup> grade students proficient or advanced in the Science – compared to the district average of 45%.*

*Recently, Garfield has started to assess students with leveled reading to identify grade level performance, which is confirming that too many of our students are reading below grade level.*

Most parents do not know Garfield's API score, with only 18 out of 251 correctly placing Garfield in the mid-700s, in decile 1-3; or identifying it as being in Program Improvement.

In which subjects and grades do students do best, and why?

1. From the Garfield teacher survey: 3 teachers say students do best in math because number sense translates into most languages; SWUN structure helps kids sync with CST; and parents can help kids
2. 3 teachers identify kindergarten as being an important grade

*CST data confirms that, on average, Garfield students do significantly better in math than literacy (53% vs. 39%)*

In which subjects and grades is improvement needed, and what action is being taken?

1. From the Garfield teacher survey, 3 teachers say that ELA needs the most improvement and feel that the standards based planning and instruction is beginning to address the problem. Also, many students are not exposed to academic language at home, or have parents who read to them. More parent workshops are suggested.
2. One teacher identifies 5<sup>th</sup> grade as needing improvement and suggests providing IAs for 5<sup>th</sup> grade teachers.
3. One teacher talks about the need for classroom teachers to have more rigor in instruction and high expectations for the students.

*CST data indicates that Garfield students perform lower in ELA – reading and writing. This has prompted the school leadership team to shift the school's curricular focus from following Open Court with fidelity, to a more detailed standards based planning model of instruction. Last year staff was led through PD to norm on what high quality backwards planned "standards based units" should look like. 95% of returning staff participated in summer planning that aligned California state standards to common core standards, as well as yearlong curriculum mapping around the standards and unit planning. The ILT has identified in order for us to sustain this shift in practice and increased planning – teachers need more regular planning time. As a result, 2 Wednesdays a month are PLC's focused on ELA standards based planning, data review and collaboration. Each grade level also takes 1 full day of PLC time each month to check in on the previous month's plan and plan for the upcoming month. An ongoing challenge shared by staff is that more planning time is needed, and a concern that the in-depth focus on ELA may be taking away from focus and planning in other subjects. From a Principal's perspective, I acknowledge that we are putting a heavy emphasis on ELA and feel confident that based on our achievement results that this focus is necessary. I also believe that the focus on planning in ELA will lay a foundation for how we approach long term common core planning for math – when we take that on as a school.*

*Our school site has also shifted our intervention model in the last two years, to include a heavy focus on assessing for student reading levels using guided level reading running records and identifying corresponding student reading levels. This aligns with our theory that it is not enough to know that student is Far Below or Below – but that we must diagnose the student needs to identify specific learning gaps and fill them. Right now we have 3 guided reading interventions teachers and have recently started guided reading in our after school program. The long term goal is to implement guided reading in all of our classrooms as a key component to our balanced literacy effort. To attain this goal, we need more ongoing support for teachers in terms of planning time, PD and collaborative time to make this shift in practice.*

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*Garfield also believes that we must improve our approach to supporting English Language Learners to attain higher levels of achievement in ELA. There is an acknowledgement that our current ELD “block” structure needs improvement – as the curriculum does some things well but needs a deeper focus on structured language practice and use of ADEPT data to align instruction to student needs. To attain this goal, we also need more ongoing support for teachers in terms of planning time, PD and collaborative time to make this shift in practice.*

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

1. Three teachers say that African American students are not achieving to the same level as other students. Two teachers say that Latino or students in the bilingual classes are not achieving to the same level as other students. Two teachers acknowledge that there is a gap, but do not name a group of students.
2. Two teachers say that parents need to be more involved and the school should be providing supports to parents such as workshops; two teachers say that the Open Court workshop time has been lengthened to 45 minutes a day to allow teachers to work with students who are behind; one teacher says that instruction needs to be more rigorous for African American students, and that teachers need to have higher expectations of African American students; one teacher says that African American students need more focus on academic language, and that the school should have positive role models for the students to inspire them to achieve; one teacher says that Hispanic students need to transition from the bilingual reading program earlier; one teacher says that there should be a meeting for the families of students who are at the “basic” level to encourage and support them in rising to “proficient.”

*Garfield CST data indicates that our school has the following differential attainment, indicating varied achievement levels by ethnicity. CST data indicates that Garfield has an achievement gap between sub groups:*

*In ELA, Proficient/Advanced (looking at significant sub groups):*

*AA students – 26%*

*Asian students – 52%*

*Latino Students - 36%*

*ELs – 27%*

*In MATH, Proficient/Advanced (looking at significant sub groups):*

*AA students – 32%*

*Asian students – 78%*

*Latino students – 53%*

*ELs – 53%*

### 5 How effective is the quality of the curriculum & instruction?

		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory
How do you know?						
<p>In the TELL survey data on instructional practices and support that merit further inquiry.            82.7% of teachers agree that teachers work in professional learning communities to develop and align instructional practices.            73.9% of teachers agree that the professional learning communities and instructional coaching translate to improvement in instructional practices by teachers.            39.1% of teachers agree that teachers collaborate across grade levels and content areas, including core subjects, electives and special education.</p> <p>This correlates with the lowest rated item for Garfield on the TELL survey, with 18.2% of teachers agreeing that a school-wide system of supports are in place to encourage and reward positive behavior,</p>						

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and also with the item on special education,  
50% of teachers agreeing that they receive adequate support to provide quality instruction to students with special needs.

From the student survey,  
90% of fourth and fifth grade students say that when they work hard in school they get better grades;  
80% say that they learn a lot in class and that the work in class makes them think;  
75% say that they are learning about health and physical education;  
70% say they do well in math and reading,  
but only 60% say they do well in writing stories and sentences;

Which are the strongest features of teaching and learning, and why?

The TELL survey indicates that the strongest feature of teaching and learning at Garfield is data driven instruction, with 100% of teachers agreeing that local assessment data is available in a timely way and informs instruction, and 95.7% of teachers agreeing that school leadership facilitates using data to improve student learning.

From the family survey,  
80% of parents agree that the school does a good job teaching reading and writing skills;  
75% agree that the school does a good job teaching math skills;  
75% agree that the school does a good job teaching their child to think and solve problems; and  
75% of parents say that their child is motivated and wants to come to school.

From the student survey,  
90% of students say that the teacher helps them when they don't understand;  
80% of students say that the teachers pushes everyone to work hard;  
70% say that the teacher accepts nothing less than their full effort,  
70% say that the teacher listens to their ideas, and  
70% say that everybody knows what they should be doing and learning in their class.

What aspects of teaching and learning most need improvement, and what action is being taken?

The TELL survey indicates that while there is strong grade-level collaboration, there is weak vertical collaboration, and also weak collaboration with elective and special education teachers. Garfield is conducting a listening campaign among teachers, parents/guardians, students and community partners to strengthen relationships, build trust, and lay the groundwork for strong collaboration among all stakeholders in the creation of a coherent and unifying vision for Garfield school.

From the family survey,  
60% of parents agree that the school does a good job preparing their child for college;  
60% agree that modern technology is helping their child with his/her studies;  
55% agree that Garfield offers enough extra-curricular activities and  
50% agree that Garfield's fine arts program has been enriching for their child.

From the student survey,  
30% of students say that their classmates behave the way the teacher wants them to;  
30% say that their class stays busy and does not waste time;  
40% say that students behave so badly in class that it slows down learning.  
30% of students agree that they use technology to help them learn;  
25% of students agree that they are learning about music and art.

*Over the last 1.5 years – the focus on improving curriculum and instruction has been on shifting our approach from a publisher based curriculum (aka – following open court), to a standards based curriculum – teachers and grade levels creating a yearlong and unit plans based on standards. Please refer to previous section on how well we perform academically for other shifts that are happening with curriculum and instruction.*

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<b>6 How effective is the system of assessment of student learning?</b>					
		4	3	2	1
Evaluation: <span style="float: right;">Excellent</span> How do you know?					Unsatisfactory
<p>The TELL survey results indicate that data drives instruction at Garfield School, with 100% of teachers agreeing that local assessment data are available in time to impact instructional practices, and 100% of teachers agreeing that teachers use assessment data to inform their instruction.</p> <p>There was only one other item on the TELL survey with 100% agreement from Garfield teachers. These two items were rated 12-20% higher by Garfield teachers than by teachers in the district as a whole.</p> <p>80% of parents agree that the teacher notifies them of their child’s progress or problems before the progress report goes home. 75% of parents agree that the teacher notices when their child is good at something.</p> <p>90% of students agree that if they don’t understand something the teacher explains it another way; 90% agree that the tests they take show what they know and what they can do; 85% agree that their grades show what they know and can do; 80% agree that the teacher knows when the class understands and when they do not.</p> <p>What are the strongest features of assessment? <i>Fidelity with the district benchmarks has been longstanding at Garfield. Grade level data meetings as well as data conferences promote accountability and reflection time with data – focused on improving student outcomes. Grade levels are currently taking on creating end of unit “summative assessments” and the ILT has identified this as an area of growth for the school and is currently seeking to build proficiency in developing strong formative assessments and unit summative assessments. The fact that our teachers are backward planning and starting with the assessment in mind as they develop their plans is a notable recent growth and the ongoing focus and development of this approach is a strength for our site.</i></p> <p>What aspects need improvement, and what action is being taken? <i>Garfield currently uses district benchmarks to analyze student learning and inform instruction. There is room for improvement to reach 100% of staff using item analysis (regularly) to get to the root cause of student misunderstandings. There is also room for improvement in developing strong re-teach action plans aligned to whole class and small group misunderstandings. The school would benefit from a “school wide” approach to re-teaching with identified structures that all teachers utilize. Re-teach looks differently in different classrooms at this time.</i></p> <p><i>Currently, through one to one data meetings, teachers are discussing data analysis with the Principal – as well as in grade levels, but there is room for improvement in developing a focus on improving our data analysis – moving from analysis into aligned re-teach.</i></p>					

<b>7 Identify at least one student group on which you have a strategic focus. How effective is the school right now in diagnosing and addressing the learning needs of this group?</b>					
		4	3	2	1
Evaluation: <span style="float: right;">Excellent</span> How do you know?					Unsatisfactory
<p>No content in the TELL Survey to answer this question. From the Garfield teacher survey, teachers identify students who</p>					

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score basic on the CST, Latino ELL students and African American Students as being groups on whom the school has a strategic focus, as well as the whole student population for English Language Arts. Two teachers talk about the increased workshop time during ELA instruction; also standards based planning and instruction, earlier transition from bilingual reading, academic language for African American students, and parent workshops are mentioned as strategies the school is either already pursuing or should pursue.

*Currently the school has not identified one sub group for strategic focus, but rather is focusing on improving instruction for all students – especially providing intervention to those scoring the lowest in reading. Sub groups that would benefit from additional focus: by scores – African American students, by numbers – English language learners*

### 8 How effective are the strategies and services that you have put in place to support the physical, emotional, and social needs of your diverse students?

Evaluation: How do you know?	Excellent	4	3	2	1	Unsatisfactory

The TELL Survey results indicate a need to improve the strategies and services in place to support the physical, emotional and social needs of Garfield’s diverse students, and also reveals areas about school culture that merit further inquiry.

86.4% of teachers agree that students at Garfield understand expectations for their conduct,  
 36.4% of teachers agree that Garfield students follow the rules of conduct and  
 36.4% of teachers agree that Garfield students treat each other with respect.  
 54.5% of teachers agree that Garfield’s policies and procedures about student conduct are clearly understood by the faculty,  
 47.6% agree that teachers consistently enforce rules for student conduct.  
 This data merits further inquiry because it says that teachers agree that Garfield students understand the expectations for student behavior, while only half of teachers agree that the faculty understands the same expectations.

What are the strongest features of support structures for a diverse student population?  
 From the family survey, 70% of parents agree that:  
 the school creates a caring and supportive environment; that the staff treats students with respect,  
 that there is an adult whom their child trusts and can go to for help;  
 that their child feels safe and secure in the school environment and  
 that they feel comfortable discussing their child’s needs with teachers and staff.

80% of students agree that  
 adults in the school treat students with respect; and  
 that adults treat each other with respect;  
 that the teacher cares about them, treats students fairly, and tells students when they do good things;

70% of students say  
 the teacher notices when something is bothering them;  
 that students in their class help each other;  
 that there is an adult in the school that they trust and can go to for help.

What aspects need improvement, and what action is being taken?  
 65% of parents agree  
 that the school promotes understanding among students from different backgrounds, and  
 that student discipline is fair;

55% agree that students treat one another with respect.

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52.4% of teachers in the TELL survey agree that the faculty works in a school environment that is safe, and 36.4% of teachers agree that students follow the rules and treat each other with respect.

55% of students say that they can talk to their teacher about anything; and 60% agree that other students are nice to them;

*Many staff members (both formally and informally) have concerns about student discipline. Classroom management varies from classroom to classroom, and root causes for behavior vary for different sub groups.*

*There is a trend in family data and student data that Garfield school must improve promoting healthy and respectful interactions amongst students and adults. That we have room for improvement in creating a safe and positive school culture.*

*As a school we have recently taken on a “school wide” approach to building stronger community by acknowledging the need for classroom teachers and staff to prioritize building time into the school schedule to focus on student social/emotional development and community building. We are currently implementing Caring School Communities class meetings and buddy activities.*

*A team of teachers/staff is also working on developing a foundation for a Positive Behavior Intervention System – which would help shift our school focus from a culture of only consequences when caught doing the wrong thing – to a culture of recognition and praise when caught doing the right thing.*

*Our school COST (coordination of services team) has also accepted responsibility to improve our work in supporting students, teachers and families with highest need. The COST has put in place new accountability structures and team goals to ensure that our highest need students receive aligned resources through a cycle of support.*

### 9 How effective are the professional development opportunities provided to teachers?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

77.3% of Garfield teachers who completed the TELL survey agree that professional development at Garfield enhances teachers’ abilities to improve student learning, and 73.9% agree that PD enhances teachers’ abilities to meet diverse students’ learning needs, 50% agree that sufficient resources are available for PD, 54% agree that an appropriate amount of time is available for PD.

Which are the strongest features of professional development, and why?

From the TELL survey:

85% of respondents agree that teachers are encouraged to reflect on their own practice and 75% agree that PD is evaluated and the results are communicated to teachers.

What aspects of professional development most need improvement, and what action is being taken?

As indicated on the TELL - The area most in need of improvement is differentiation of professional development to meet the needs of individual teachers, with only 33.3% of teachers from the TELL survey agreeing that PD is differentiated.

*More recently (since the TELL survey) Garfield’s PD structure has shifted to include more teacher led PLC sessions (twice a month during PD time and a full release day) as well as once a month community building planning sessions for “Buddies.” This was in response to teacher feedback that the biggest barrier to successful implementation of new instructional*

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*planning or community building was rooted in a lack of time devoted to teacher planning. There is not a set of recent data to include teacher reflections on this shift in PD to include more collaboration and planning time.*

### 10 How effective is the leadership and management of the school?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory

How do you know?

The TELL survey results for leadership reveal information that merit further inquiry.

78.3% of teachers agree that the faculty and leadership have a shared vision;

68.2% of teachers agree that school leadership consistently supports teachers,

47.6% of teachers agree that teachers feel comfortable raising issues and concerns that are important to them.

81% of teachers agree that teachers are encouraged to participate in school leadership roles,

50% agree that formal roles are available to teachers to improve teaching and learning at Garfield,

45.5% agree that teachers have an appropriate level of influence on decision making in the school.

54.5% of teachers agree that the faculty has an effective process for making group decisions to solve problems.

*There are formal and informal indicators that building a stronger culture of trust and collaboration among faculty and leadership would support in making Garfield a more unified school.*

Which are the strongest features of leadership and management, and why?

95.7% of TELL respondents agree that leadership facilitates using data to improve student learning, and

86.4% of teachers agreeing that teachers are held to high professional standards for delivering instruction,

81% of teachers agree that teacher performance is assessed objectively, and

81% agree that teachers receive feedback that can help them improve teaching.

From the family survey,

80% of parents agree that the principal makes safety a priority;

75% agree that the principal is available to parents and willing to listen;

70% agree that the principal keeps them informed about school decisions and opportunities to participate and that the school office is well run.

From the student survey,

85% of students agree that their principal cares about them and expects them to do well academically and go to college;

80% agree that the principal treats students fairly and visits classrooms.

70% of students agree that the principal knows how they are doing in school.

What aspects of leadership and management most need improvement, and what action is being taken?

TELL survey results indicate that

47.8% of teachers are satisfied with leadership's effort to manage student conduct,

54.5% are satisfied with leadership's effort to respond to teacher concerns about professional development

55.6% are satisfied with leadership's support for new teachers.

From the family survey,

65% of parents agree that the principal keeps the school focused on student achievement.

From the student survey,

60% of students agree that they see their principal in the hallways and lunchroom.

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11 How effectively does the school meaningfully engage with parents & students?						
		4	3	2	1	
Evaluation:	Excellent					Unsatisfactory
How do you know?						
TELL survey data regarding Garfield’s relationship with families merits further inquiry.						
72.7% of teachers think that parents/guardians are influential decision makers at Garfield, 52.2% of teachers agree that parents/guardians support teachers and contribute to their success with students.						
87% of teachers agree that teachers provide parents/guardians with useful information about student learning, 52.2% agree that the school maintains clear, two-way communication with the community. 78.6% of respondents think that non-academic services offered by the school impact students’ readiness to learn, 57.9% think that partnerships with the community are a priority for the school.						
Which are the strongest features, and why?						
From the family survey, 80% of parents/guardians feel welcomed and respected at the school; and 80% of parents agree that Garfield makes it easy for parents to attend meetings; 70% agree that the information the school sends home is easy to understand.						
From the student survey, 90% of students say that they are learning things that will help them when they grow up. 80% of students say that adults at the school think they will be successful; 75% of students say that the school provides opportunities for them to serve as leaders and decision makers. 70% of students say that the school provides interesting activities such as sports and art.						
What most needs improvement, and what action is being taken?						
From the family survey, 65% of parents agree that parents have a voice in school decisions.						
Most Chinese parents strongly disagree with the statement that Garfield makes it easy to attend meetings, and the need for Chinese translation was expressed.						
From the student survey, 60% of students agree with the statement: “I am an important person at my school.”						
<i>Garfield celebrates its diversity and acknowledges that it must do more to reach families that do not read or speak English. The language barrier has caused challenges for our school that we take for granted for English speakers/readers including:</i>						
<i>-Regular phone calls or notes home – when we don’t have translation – this limits our ability to have immediate contact</i>						
<i>-Parent/Teacher conferences – while some staff come up with creative solutions or pull in other staff members to help them, the school does not have a set solution that can be accessed by all teachers/families</i>						
<i>- Communication going home – there is currently no set Principal Monthly newsletter, in part due to the challenge of turnaround to have longer documents translated into Spanish, Vietnamese and Chinese. The turnaround has served as a deterrent to send home longer updates – and many updates are limited to English/Spanish – which admittedly is not as inclusive as we would like to be.</i>						

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### 12 What are the school's future plans?

Discuss the key challenges or risks that you see for your school going forward. Describe what you are doing or plan to do to address each of the major challenges that you have identified. If applicable: Describe any recent major revisions to your school plan and rationale.

The TELL survey has no content for this question. From the Garfield teachers survey, 4 of the 6 respondents identify standards based planning and instruction and/or increased rigor/expectations of students as hopeful new developments that need to be strengthened. Teachers mention the freedom to choose focus standards as being important, and the value of grade level collaboration. One teacher sees Garfield breaking 800 on the API in the near future, but talks about the challenge of "...helping kids realize and internalize the importance of learning and why it is relevant to their lives now and in the future."

Teachers also talk about the need to improve the home school connection: one says that he/she will be reaching out to families of his/her focus group students to keep them informed of their child's progress. One teacher suggests empowering parents to demand better teaching; another teacher talks about including parents in the school's work.

Three teachers talk about Garfield's new approach to school-wide discipline/self-esteem as creating a more peaceful environment. One teacher says that it is the school's responsibility to teach tolerance.

*Garfield is a good school striving to be an excellent school. All indicators point towards Garfield staff and students working hard. There are also strong indicators that our school would benefit from a "revisioning". An opportunity to define excellence, create a vision and values around achieving it and unite together in that common mission. The significant change in leadership has caused Garfield staff to go through many "start/stops" under various leaders – and different approaches. At this time the school would greatly benefit to come together under a unified vision, with all adults bought into working together to achieve significant outcomes for our students. We look forward to the feedback from this SQR, our school listening campaign – and our own reflections of next steps (cited throughout this document) to create the school that families need and students deserve.*

### Please provide a brief description of the steps you took to complete this SQR Self-Reflection.

To ensure that staff had input, but that our current plans and priorities for the school year were not derailed - Garfield held a series of optional but highly recommended meetings with staff to both introduce the SQR and review the SQR before finals submission.

Olga came to Garfield to lead our staff through an info session of the SQR at a staff meeting, came to an ELAC meeting and an SSC meeting to inform our formal parent groups.

Information was sent home in a newsletter about Garfield's SQR process. This year Garfield is embarking upon a listening campaign which is coinciding with the SQR. The goal of the community listening campaign is to define a clear vision and values for the school to operate upon.

The data sources used to complete the self-reflection included:

1. Teacher TELL survey - Garfield had a 66% completion rate of the TELL last year. When applicable, we cited the TELL as teacher voice.
2. In places the TELL did not capture aligned info for SQR question, a Garfield teacher survey was created. Of the 30 teachers

## Garfield Elementary: Self-Reflection

that were given the survey in their box and asked/reminded to submit the survey - 6 teacher surveys were returned. In reflection, I (school leader) regret not devoting staff meeting time to making sure all teachers could complete the survey to gather more info.

3. A family survey was sent out and advertised at the beginning of the year. We had 270 surveys returned. This survey is attached and was compiled from various surveys given by school organizations around the country. In reflection, our feedback to the SQR team is to help schools create and translate surveys and easily compile the data. For example - it would have been nice to be able to give the district Use Your Voice for this process.

4. All 4th and 5th graders at Garfield were given a survey, also attached.

All of the data was compiled and used as evidence to answer reflection questions. The Principal then went through and added any additional narrative, context or information that was not covered by survey results.

The reflection that was submitted was reviewed by a team of teachers and endorsed.