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Prospect Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Prospect Elementary School
Street	379 N. Virage Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 997-6271
Principal	Sally Hughson
E-mail Address	shughson@orangeusd.org
Web Site	
CDS Code	30-66621-6029912

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Prospect has maintained a literacy focus for the past several years. Our teachers are trained in increasing literacy and math skills for all students. Instruction is focused on meeting grade level standards as well as meeting the needs of individual students. Our goal is to increase students' scores both on local and state assessments as well as prepare them to be college and career ready through the implementation of the new state standards. Our vision statement: Prospect Elementary prepares students to be competitive and successful in the 21st Century by empowering students to use effective communication skills, collaborate respectfully, think critically, act creatively and demonstrate courage and depth of character when solving real world problems and challenges passionately.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	79
Grade 1	62
Grade 2	67
Grade 3	47
Grade 4	63
Grade 5	60
Grade 6	59
Total Enrollment	437

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	2.3
Filipino	0.7
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0.9
White	8.5
Two or More Races	0.9
Socioeconomically Disadvantaged	84.7
English Learners	53.3
Students with Disabilities	12.4
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	17	17	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-6 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in May 1966 on 13.6 acres of land. The school includes 7 permanent buildings. The school facilities and grounds are clean and monitored by our districts grounds crew, maintenance department and the school custodians. Restrooms are monitored regularly by custodial staff and cleaned daily. The school's enrollment ranges from 455-465 during the school year. Prospect Elementary's modernization project was completed in August of 2007. Each classroom was upgraded with technology which included LCD projectors, ELMO document cameras and computers. Classrooms also include built in cabinetry such as teaching walls, teacher desks, student computer stations and book cases. The roof, air conditioning and heating as well as flooring was replaced during the project. During the summer of 2011 our parking lot and lunch shelter, both main one and kindergarten, were modernized by using leftover modernization funds from the original modernization project. With the expansion of the parking lot, the softball field was relocated to the north field and reconstructed over on that side to be used by school district as well as the community.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		A-14, A13, Library, Computer Lab: 4: East Wall needs dry wall repair. Girls RR acorss from Rm 63: 4: Exhaust grill needs to be cleaned. Rm 12: 4: Paint peeling along bricks at north entry door jamb. Rm 25 kitchen: 4: Walls need patch & paint at serving
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Boys RR Outside of Rm 22: 5: Partitions dirty throughout, exhaust fan grills need to be cleaned.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Janitor Closet Rm 26: 12: Cover archway over janitor closet and kitchen has dry-rot, rusted metal beams.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 64: 15: South door drags on concrete at threshold.

The table title spanning the header:
School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 7/26/2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/26/2016			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	29	42	50	53	44	48
Mathematics	19	29	38	40	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	47	95.9	42.5
	4	64	63	98.4	38.1
	5	62	62	100.0	45.2
	6	59	58	98.3	43.1
Male	3	23	22	95.7	36.4
	4	33	32	97.0	37.5
	5	30	30	100.0	43.3
	6	29	29	100.0	44.8
Female	3	26	25	96.2	48.0
	4	31	31	100.0	38.7
	5	32	32	100.0	46.9
	6	30	29	96.7	41.4
Asian	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	41	39	95.1	35.9
	4	59	58	98.3	37.9
	5	52	52	100.0	40.4
	6	52	51	98.1	45.1
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	42	41	97.6	43.9
	4	60	59	98.3	35.6
	5	50	50	100.0	38.0
	6	48	48	100.0	41.7
English Learners	3	22	20	90.9	25.0
	4	31	30	96.8	16.7
	5	20	20	100.0	15.0
	6	17	17	100.0	5.9
Students with Disabilities	3	--	--	--	--
	4	14	14	100.0	21.4
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	49	49	100.0	47.9
	4	64	64	100.0	31.8
	5	62	62	100.0	17.7
	6	59	59	100.0	20.7
Male	3	23	23	100.0	43.5
	4	33	33	100.0	43.8
	5	30	30	100.0	16.7
	6	29	29	100.0	17.2
Female	3	26	26	100.0	52.0
	4	31	31	100.0	19.4
	5	32	32	100.0	18.8
	6	30	30	100.0	24.1
Asian	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	41	41	100.0	45.0
	4	59	59	100.0	32.8
	5	52	52	100.0	15.4
	6	52	52	100.0	21.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	42	42	100.0	50.0
	4	60	60	100.0	32.2
	5	50	50	100.0	14.0
	6	48	48	100.0	18.8
English Learners	3	22	22	100.0	28.6
	4	31	31	100.0	20.0
	5	20	20	100.0	
	6	17	17	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	--	--	--	--
	4	14	14	100.0	7.7
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48	52	42	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	62	62	100.0	41.9
Male	30	30	100.0	43.3
Female	32	32	100.0	40.6
Hispanic or Latino	52	52	100.0	32.7
Socioeconomically Disadvantaged	50	50	100.0	38.0
English Learners	20	20	100.0	15.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	14.5	9.7	4.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Prospect depends on parents to be involved in the education of their children through volunteering in classrooms and participating in the School Site Council, English Language Advisory Committee (ELAC), and the Parent School Association. The PSA contributions go directly to instructional activities for the school; i.e. Red Ribbon Week (Say No to Drugs), I Love to Read Week, as well as field trips and educational assemblies. Our PSA in conjunction with our family involvement committee provide opportunities for parents and students to participate in engaging family involvement activities throughout the year.

Prospect Elementary School has a parent community that is supportive and dedicated to the programs at our school. Some of our parents volunteer their time throughout the year in the classroom, on field trips, support fundraisers and attend special school events. For additional information pertaining to organized opportunities for parental involvement, please contact the school office.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	0.8	1.0	0.6	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. This office provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The contents of the School Safety Plan was reviewed and adopted by School Site Council on February 18, 2016 and encompasses all areas of the school and its immediate surroundings. It includes procedures in case of an emergency, outline of safety strategies and interventions when dealing with situations which may arise on campus, involvement of the community and parents, and maintaining a safe and secure school site. It also ensures a positive learning environment through the implementation of Positive Behavior Intervention School wide (PBIS) where students' effort and behavior are recognized and rewarded frequently.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28	1	3	1	26	1	3		26	1	3	
1					28		2		28		2	
2	32		1	1	31		1		31		1	
3	27	1	1	1	31		2		31		2	
4	32		1		34		1	1	34		1	1
5	33			2	28		2		28		2	
6	32		1	1	25	1	2		25	1	2	
Other	15	1			12	1			12	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4112.39	445.77	3666.61	53223.55
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	-6.2	-31.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-32.6	-30.7

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Programs available with the use of Categorical Budgets are: full time Resource Teacher who works with students who need additional assistance in reading/language arts and math in small groups. Students also have the opportunity to attend before and after school tutoring for support in Language Arts or Math. Two part time Community Liaisons are also funded out of the categorical budget to provide support to the staff, students and the parents. Lexia, reading program that supports foundation reading skills and reading comprehension program is provided for all TK- 6th graders and special education students for support in building grade level reading skills.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Ongoing professional development is provided to the teaching staff during our twice monthly Professional Development Wednesdays. Content of these professional development days have included, Common Core State Standards, Thinking Maps, Write From the Beginning and Beyond, Daily 5, Response to Intervention, DiBELS, math, technology, support and strategies for English Learners, and data analysis.

During after school Professional Learning Communities meetings, grade level teams review data to determine the efficacy of their teaching methods, review student academic progress in relation tot he new state content standards, as well as work on building a collaborative culture so that their meetings are effective and productive with positive outcomes for our students.

In addition, on going support is provided to the staff through the support of a full time instructional specialist that provides in class demonstrations, co-teaching, leading staff development at staff meetings on content and effective teachings strategies, reporting of student data, providing after school in services and participating in Professional Learning Community meetings.