

# University Park Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	University Park Elementary School
<b>Street</b>	4572 Sandburg Way
<b>City, State, Zip</b>	Irvine, CA 92612
<b>Phone Number</b>	(949) 936-6300
<b>Principal</b>	Molly Daley
<b>E-mail Address</b>	MollyDaley@iusd.org
<b>Web Site</b>	<a href="http://www.iusd.org/up/">http://www.iusd.org/up/</a>
<b>CDS Code</b>	30-73650-6030191

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### **School Description and Mission Statement (School Year 2018-19)**

University Park was the first elementary school built in the Irvine Unified School District in 1967. The staff and community are proud of it's heritage and particularly their commitment to meet the challenges of providing a top notch education to a dynamic population. University Park is a Title 1 school, houses one of our district's Newcomer English Learner Programs and serves our special education population with a Learning Center model, maximizing learning in the least restrictive environment. We celebrate the diversity of cultures as our families come from all over the world and over 20 languages are spoken school wide.

University Park's mission is to have ALL staff collaborate in ways that result in the creation and continuous implementation of a learning model that maximizes learning for ALL students in ALL learning environments. Our teachers attend professional development to ensure the implementation of best instructional practice. We at University Park consider the whole child and were one of the first schools to implement Positive Behavior and Intervention Support (PBIS) school wide. We believe that if we teach expected behaviors and support that learning with positive reinforcement that we can maximize instructional time with a rigorous curriculum. Through PBIS, we teach and instill the habits of Punctual & Prepared, Respect, Integrity, Dependability and keeping Everyone Safe, known as Panther P.R.I.D.E. Additionally, we address students social and mental health concerns with a Guidance Technician who provides social skills and problem solving curriculum in the classroom, small group and one on one support two days a week. Our Elementary Resource Counselor is on campus five days per week and also provides small group, one on one counseling, and lunch time social groups.

University Park teachers and staff focus on respect of the individual student, their learning strengths, and the belief that while students may have learning challenges, ALL students can learn.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	108
<b>Grade 1</b>	88
<b>Grade 2</b>	84
<b>Grade 3</b>	59
<b>Grade 4</b>	85
<b>Grade 5</b>	87
<b>Grade 6</b>	90
<b>Total Enrollment</b>	601

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	40.1
Filipino	2.0
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.0
White	33.6
Socioeconomically Disadvantaged	29.8
English Learners	47.1
Students with Disabilities	12.3
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25.40	27.90	27.20	1507.07
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

University Park underwent an extensive modernization of our campus several years ago. This provided our Media Center with new acoustics and lighting for staged productions, new playground equipment and playground resurfacing, Nurse’s Office and Conference Room. Expansion of our library and creation of a new computer lab, seating forty students, was completed in 2005 and renovated to become our Innovation Lab in 2017. Landscaping provided by staff and students created a beautiful garden at the entrance to the school. In Fall 2018 our landscaping has been renovated school-wide including replanting the slope on Sandburg and all internal planters. Continued attention to ongoing maintenance keeps the school clean and well landscaped.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	18: 4. SMALL WATER STAIN CEILING TILE R 10: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	R 3: 7. ELECTRICAL COVER IS MISSING AT ENTRY
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	MPR: 12. TERMITE DAMAGE ON BEAMS TOWARDS ADMIN BUILDING.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OUTDOOR COURTS: 14. CRACKS IN ASPHALT THROUGHOUT P 28: 14. TRIP HAZARD @ RAMP ENTRY P19: 14. RAISED AND CRACKED ASPHALT ON WALKWAY/ TRIP HAZARD P20: 14. RAISED AND CRACKED ASPHALT ON WALKWAY/ TRIP HAZARD P25: 14. TRIP HAZARD AT RAMP ENTRY

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/14/2018	
Overall Rating	Good

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	56.0	66.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	62.0	62.0	74.0	74.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	281	83.63	65.84
Male	189	158	83.60	60.76
Female	147	123	83.67	72.36
Black or African American	12	12	100.00	25.00
American Indian or Alaska Native	--	--	--	--
Asian	132	91	68.94	69.23
Filipino	--	--	--	--
Hispanic or Latino	43	38	88.37	47.37
White	110	102	92.73	70.59
Two or More Races	33	32	96.97	81.25
Socioeconomically Disadvantaged	108	98	90.74	39.80
English Learners	175	122	69.71	59.84
Students with Disabilities	47	46	97.87	50.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	328	97.62	61.89
Male	189	183	96.83	62.3
Female	147	145	98.64	61.38
Black or African American	12	12	100	8.33
American Indian or Alaska Native	--	--	--	--
Asian	132	125	94.7	76.8
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.67	35.71
White	110	110	100	57.27
Two or More Races	33	33	100	72.73
Socioeconomically Disadvantaged	108	106	98.15	36.79
English Learners	175	169	96.57	63.91
Students with Disabilities	47	45	95.74	46.67

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.4	53.3	11.1

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

Research has shown that a major contributing factor to a child's success in school is directly related to their parents' involvement in their education at home and at school. We encourage a high degree of parent involvement in every aspect of school life. We have a strong PTA, and parent members on our School Site Council, and English Language Advisory Council. Parents volunteer in classrooms, our media center and in our workroom on a daily basis.

As a Title 1 School, we have a Parent Involvement Policy that is reviewed and updated each year by our School Site Council, listing the variety of volunteer opportunities available to our community. In addition to volunteerism, parents are invited to goal setting and discussion of student progress at parent conferences each fall and and spring. We also provide educational opportunities for parents that include parenting support through Irvine Family Resource Center, Family Math Night, PBIS and GATE/APAAS information evenings. Our parents play an integral role in school improvement and our educational program through fundraising, classroom support and participation in the LCAP process.

Parent-school dialogue is encouraged with community service activities, regular voice messages and emails from the school principal, regular email and newsletters from the classroom teachers, our school and district websites, individual student contracts and student organizer notes.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	1.0	1.3	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

We have a comprehensive emergency preparedness plan which was updated September, 2018. The policy includes detailed procedures for a variety of possible emergencies including earthquakes, fires, site evacuations, and lockdown situations for intruders on campus. We work each year with the Irvine School District to perform monthly practice drills and simulate necessary communications utilizing satellite radios. Students are taught during these drills exactly what procedures to follow in the event of an emergency. All students are kept on campus and supervised by school staff. Additionally, our staff is trained annually by both district/site professional development activities and in coordination with the Irvine Police Department. Emergency response teams have been identified within our school site staff and each member has been trained in their responsibilities. Emergency supplies are maintained for the safety and protection of our students. We have phones installed in every classroom and an electronic security system in key areas of the school.

Our school has developed a comprehensive Safe School Plan which is evaluated yearly and amended as needed. Key elements of this plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification to Staff regarding dangerous students, 2e. Policies on Sexual Harassment, 2f. Policy relating to School Dress Code (especially gang related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School and 2i. Rules and Procedures on School Discipline.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	31		3	1	29		4		27	1	3	
1	26		2		27		3		29		3	
2	27		3		28		2		28		3	
3	25		3		26		3		30		2	
4	27		3		33		1	1	28		3	
5	29		2		33		1	2	29		3	
6	31		2	1	28		3		30		3	

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.25	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	3.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,815	\$294	\$5,521	\$86,151
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-0.8	4.7
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-25.4	6.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)****Staff Development Days**

2016-2017: We spent our six staff development sessions on Professional Learning Communities and an even deeper implementation of instructional technology and strategies. Staff also received training on safety procedures and emergency protocols aligned with district guidelines. A full day of professional development focused on creating structures for Multi-Tiered Systems of Support to establish and maintain academic and behavioral supports for all students.

2017-2018: This year the focus of our professional development hours centered around PLC's, intervention, data and assessment, and social emotional learning. To support the social, emotional and behavioral needs skills necessary for all students, especially our at-risk students, to be academically successful in the classroom we partnered with a non-profit organization called Playworks. Playworks' mission is to improve the health and wellbeing of children by increasing opportunities for physical activity and safe, meaningful play. Our goal in bringing the Playworks program to University Park is to increase our focus on the needs of our low income students and providing them as many opportunities as possible to help them achieve a high level of healthy play. Research shows that play is an essential developmental tool to improve the educational environment for every student. In the 2017/18 school year, the District adopted a new Language Arts series, and as a school site we have incorporated WIN (What I Need) time to assist with intervention and enrichment for all our students. This time allows us to provide instruction for all students based on specific learning targets.

2018-2019: Additional staff development this year (2018-19) has included a continued emphasis on PLC's specifically increasing our reliance on formative and summative assessment data to guide instruction. We have also spent time collaborating on ways we can best support our students as they develop socially and emotionally.