

Marjorie Veeh 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)

School Contact Information	
School Name	Marjorie Veeh Elementary School
Street	1701 San Juan Street
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7544
Principal	Rafael Plascencia
E-mail Address	rplascencia@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/veeh
CDS Code	30-73643-6030670

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

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

Marjorie Veeh Elementary motivates and inspires life-long learning in a safe and well organized environment utilizing engaging teaching strategies in both, our general education English classes and in our Spanish Dual Language Immersion Magnet Program.

Our mission at Marjorie Veeh is to provide our students with a world class education that prepares them for College and Career Readiness:

- Spanish Dual Language Immersion Program.
- Digital Literacy.
- Opportunities for Cultural Diversity and Equity.
- Intervention and enrichment programs to support all learners.
- Recognize student successes.
- Provide students with opportunities for social, emotional growth and development.

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

Grade Level	Number of Students
Kindergarten	106
Grade 1	76
Grade 2	58
Grade 3	43
Grade 4	64
Grade 5	62
Total Enrollment	409

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.0
Asian	2.7
Filipino	2.2
Hispanic or Latino	83.4
Native Hawaiian or Pacific Islander	1.0
White	5.1
Socioeconomically Disadvantaged	76.5
English Learners	41.8
Students with Disabilities	12.0
Foster Youth	0.5

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	18	18	19	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

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

Year and month in which data were collected: October 2018

On October 22, 2018, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Marjorie Veeh Elementary School was built in 1963 (originally named San Juan Elementary School). Additional improvements were made to the campus over subsequent years. Veeh can currently accommodate 436 students. District and site maintenance and grounds personnel provide upkeep and repair to the school grounds. We are also very proud of our Smart Boards and document cameras in every classroom. We are also very excited about our "Ino-Veeh-tion" technology lab currently in use.

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: 09/25/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/25/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/25/18	
Overall Rating	Exemplary

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)	32.0	36.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	17.0	52.0	53.0	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	172	166	96.51	35.54
Male	100	97	97.00	30.93
Female	72	69	95.83	42.03
Black or African American	--	--	--	--
Asian	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	141	137	97.16	35.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	142	97.26	35.21
English Learners	98	93	94.90	30.11
Students with Disabilities	18	16	88.89	6.25
Foster Youth	--	--	--	--

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	171	167	97.66	16.77
Male	99	97	97.98	15.46
Female	72	70	97.22	18.57
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	138	98.57	13.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	142	97.93	14.79
English Learners	97	94	96.91	11.7
Students with Disabilities	18	16	88.89	12.5
Foster Youth	--	--	--	--

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	20.3	26.6	20.3

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)

Being involved supports student success at Veeh. The Veeh Family is made up of dedicated professionals on staff, committed parents and community members. Parents are strongly encouraged to participate in the education of their children through a number of opportunities. Organized and ongoing opportunities include the Veeh Parent/Teacher Association (PTA), the School Site Council (SSC), the English Language Advisory Committee (ELAC), Title I Parent Involvement Meetings, Family Educational Nights and Cultural Celebrations. Each year we kick off our school calendar with a “Back to School” night and end our year with an “Open House” evening. Parents are additionally encouraged to participate as classroom and campus volunteers. To aide in communication, Veeh has several bilingual staff members whom assist in our community outreach efforts. This bilingual staff includes our Community Liaison and our school secretary. In addition, Veeh promotes school/home communication through written updates, Friday folders (weekly), Blackboard Connect home calling software and consistent event fliers. Each fall the parents meet with teachers to discuss student goals for the year and to review relevant assessment data. These conferences continue in the spring when parents and teachers again meet to review student goals and academic progress. Additionally, Veeh offers free parenting classes in both English and Spanish.

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	1.1	2.2	2.3	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 11/27/2018

Date Updated and Approved by SSC: Pending approval 11/27/18

Date Discussed by Staff: 10/31/18

Providing a safe, positive learning environment at Veeh is our first priority. To this end, the Tustin Unified School District has developed a comprehensive emergency and school safety plan. This plan, created in cooperation with the Tustin, Irvine, and Orange County law enforcement and fire departments, addresses emergency and earthquake preparedness, staff in-service, crisis response, and systematic campus supervision. The Veeh staff and students practice emergency procedures on a monthly basis. Additionally, emergency preparedness supplies have been organized and are stored on campus. Our site plan is reviewed and updated with community and staff input on an annual basis.

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

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	17	3	1		15	8			15	7	2	
1	28		1		22	1	1		25		1	
2	30		2		25		1		23	1	2	
3	26		3		29		3		25		2	
4	26		2		35			2	32		1	1
5	24	1	3		35			2	31		2	
Other					8	1			4	1		

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.49375	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	.2	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	\$8,730	\$1,546	\$7,184	\$91,979
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	14.4	6.9
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	0.8	13.0

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)

Marjorie Veeh Elementary School receives funding for categorical programs that are available at our school site. These programs include Title I and Locally Controlled Funding Formula (LCFF). The school's School Plan for Student Achievement (SPSA) identifies student need and addresses specifically how these categorical funds will support student learning. Through these funds Marjorie Veeh was able to provide professional development in technology for our teachers and fund the purchases of iPads and iPad carts to provide students with a 1 to 1 iPads and Laptops and Laptop carts for students to use in our Innovation Lab. Educational Apps were purchased for grades K-5.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	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)

2016-17: The teachers of Marjorie Veeh implemented researched based teaching practices based on their on-going study of best practices for reading and writing strategies. Teachers worked to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student’s writing skills and the TC Units of Study. Our teachers vigorously pursued professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer’s Workshop. Study group meeting sessions as well as professional development staff meetings were planned throughout the school year focused specifically on the utilization of TC Units of Study for Reading and the integration of Technology. A District Connect Coach worked with teachers one on one and with grade level teams to improve classroom instruction in writing.

2017-18: The teachers of Marjorie Veeh continued to refine their teaching practices based on Teachers College Units of Study for Readers and Writers Workshop as well as Cognitively Guided Instruction and Digital Literacy. During Professional Development Wednesdays, teachers received a more in depth training related to those core areas. Our dedicated teachers engaged in collaborative planning weekly with the support of a Connect Instructional Coach. The principal provided staff development meetings that focused on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction, differentiated instruction, and behavior supports for inclusion students. We continued to meet weekly in Professional Learning Communities to plan and target instructional practices and spiral review, discuss technology and coding integration, and student behavior supports. Teachers participated in district wide professional development online and in person throughout the school year. The school leadership team met monthly to discuss school-wide timelines, data, and systems to support student learning.

2018-19: The primary areas of focus for teacher professional development are to refine teaching practices are on Cognitively Guided Instruction, Teachers College Units of Study for Readers and Writers Workshop as well as Digital Literacy. Our school is now an Early Release Wednesday site, which allows our teachers to participate in a more in-depth training and collaboration. We are also participating in district supported "Lab Days" where teachers are provided training on targeted instructional practices. During Professional Development Wednesdays, teachers receive a more in depth training related to the core areas. Our dedicated teachers engage in collaborative planning weekly with the support of a Connect Instructional Coach. The principal provides staff development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction, differentiated instruction, and behavior supports for inclusion students. We continue to meet weekly in Professional Learning Communities to plan and target instructional practices and spiral review, discuss technology and coding integration, and student behavior supports. Teachers participate in district wide professional development online and in person throughout the school year. The school leadership team meets monthly to discuss school-wide timelines, data, and systems to support student learning.