

Wescove Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Wescove Elementary School
Street	1010 West Vine Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-4870
Principal	Rick Ortega
E-mail Address	rotrega@wcusd.org
Web Site	http://wescove.wcusd.org/
CDS Code	19-65094-6023543

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2017-18)

The mission of Wescove School is to maintain a strong learning environment which provides students with a solid academic foundation to build upon as life-long learners and to become college and career ready in a global society. This means that the staff believes every child can and will learn to his or her highest potential. We commit to providing students with a high-quality instructional program aligned to the California State Standards formerly known as the Common Core State Standards; critical thinking and problem-solving skills; opportunities to develop positive character traits; a nurturing, safe and supportive environment that is welcoming and friendly towards students, staff and parents.

Language Arts Program:

All students will participate in a comprehensive and balanced language arts program that includes reading, oral and written language to meet the state's proficiency and advanced levels of student academic achievement. This consists of organized skills and a literature program that encompasses phonological awareness, phonics instruction, guided oral reading practice and fluency, vocabulary instruction, comprehension instruction, and writing. This also includes the development of fluency and comprehension skills of informational text, as well as a focus on developing an appreciation of literature. We feel that language is both personal and social, which serves thinking and communicating. In our language arts program, readers predict, select, confirm, and self-correct as they make meaning out of print while maintaining our goal of comprehension that supports text-based questions. Our students respond to writing prompts in the genre of narrative, expository, and response to literature. Students are required to actively respond to literary works by integrating listening, reading, and writing activities. Students are expected to apply higher level thinking skills (analysis, synthesis, evaluation) to daily work, which will provide an accelerated high-quality curriculum. Students receive systematic instruction in oral language and regularly participate in activities that develop their oral language skills toward proficiencies described in the California State Standards. As students are exposed to Language Arts curriculum, grammar and vocabulary development skills are simultaneously reinforced. Students are exposed to a variety of written expression exercises and critical thinking activities. Our students are given daily opportunities for uninterrupted reading and practice of language skills. Our Language Arts program represents community culture and the individual interests of our students. Teachers utilize a variety of instructional strategies and resources to minimize the removal of students from the regular classroom during regular school hours, which supports and strengthens student learning. Students are exposed to multidimensional lessons which build on language skills and concepts that students already know.

Writing as a Process:

Students understand that reading means interacting with and deriving meaning from print. Students author stories through drawings, wordless text, or dictation and then read their own stories. All students experience writing as a recursive process, which includes prewriting, drafting, responding, revising, editing, and post writing activities. They are encouraged to develop writing fluency before attending to form and correctness. Final products include correct spelling, grammar, punctuation, and capitalization. Students write daily for a variety of purposes. They read and write in many different modes of discourse, focusing on the narrative (to convey experience), informative (to explain) and argumentative (to make a claim). During all stages of the writing process, students talk with each other about their work. They revise their writing using a variety of techniques and are actively involved in evaluating their written work. The conventions of writing that the students learn through direct instruction include correct grammar usage, spelling, punctuation, capitalization, and handwriting within the context of the writing process.

Math Program:

The math program at Wescove will develop students' ability to think, communicate, draw on mathematical ideas, and use mathematical tools and techniques to solve challenging problems to meet the state's proficient and advanced levels of student academic achievement. The mathematics curriculum is designed to offer students an in-depth and comprehensive understanding of mathematical computations, concepts, and applications. The program covers the domains of the California State Standards (counting and cardinality, operations and algebraic thinking, number, and operations in base ten, measurement and data, geometry) with emphasis placed on the student growth need areas. The instructional staff will implement a variety of strategies to mathematically empower all students. A wide variety of content-appropriate instructional strategies are used to incorporate and engage all students more actively in mathematics, including higher level thinking skills, problem-solving, mental math, estimation, cooperative learning and computational skills.

Teachers will employ the following approaches to implement an effective math program: Use of Problem of the Day (POD), an activity to help students transition into a mathematical mode of thinking as well as enhance knowledge of concepts; Focus on academic mathematical vocabulary (teacher and students); Incorporate writing into the mathematical curriculum.

English Language Development (ELD) Program:

Kindergarten through second grade English Learner students who are assessed on the California English Language Development Test (CELDT) and score less than reasonable levels of fluency in English receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level. In addition, our ELs access the core content subjects through Specially Designed Academic Instruction in English (SDAIE) and primary language support. Standards-based ELD instruction focuses on essential English listening, speaking, reading, writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction based on state grade-level standards and appropriate SDAIE instructional strategies.

Special Day Class:

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned to the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year.

Foster Youth:

The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Wescove. Moreover, she monitors their academic progress and recommends for intervention as needed to help address any achievement gaps.

Intervention:

Response to Intervention is being implemented school-wide at Wescove. A Multi-Tiered Support System of intervention services for Language Arts includes daily mini-lessons that target whole group instruction, small differentiated groups within the classrooms as well as pull-out services by our Intervention team (TOSA, Reading Intervention Teacher, and other qualified personnel). Tier One students receive instructional services from their classroom teacher to minimize removing students from the regular classroom during the school day, tier two students receive services from the intervention team by working with students in small groups of 3 to 5 students for 30 minutes daily using the pull-out model (TOSA, Reading Intervention Teacher, and other qualified personnel) while tier three students receive services from our Special Education department on campus (RSP, SDC, Speech, OT, etc). In addition to RTI during the school day, our struggling and at-risk students receive one hour of intervention services in math three days a week in our afterschool Math Intervention Program.

Assessment/Progress monitoring:

Our goal in assessment design is to use the most effective assessment tool. We know we can use selected response, objective paper and pencil tests to measure student mastery of facts, concepts, and even generalizations. However, we feel that we must integrate more 21st Century techniques when it comes to measuring the actual content knowledge of our students. In addition to the aforementioned test options, we integrate performance task and projects to measure academic mastery. These assessments are, but not limited to, open-ended questions, authentic assessment, portfolios, reflective dialogue and student conferences. We also concentrate on the curriculum to ensure that the design of student work is based on performance criteria that engage students in developing and rehearsing standard-level performances. We use scientifically-based research instructional strategies to determine if such needs have been met to promote successful completion of student tasks. We also use ongoing informal and formal assessments to determine if the performance meets criteria. All students receive feedback based on performance the criteria.

Professional Development:

High-quality ongoing professional development for the principal, teachers, and paraprofessionals focuses on standards-based programs and scientifically research-based instructional strategies and practices that have demonstrated effectiveness in improving the academic achievement of all students. These trainings are to support the implementation of an effective literacy and math program. The trainings are consistent with the Local Control Accountability Plan (LCAP) and the school's Single Plan for Student Achievement (SPSA). The professional development sessions focus on Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS); Thinking Maps; Write from the Beginning and Beyond (WFTBB); English Language Development (ELD) with an emphasis on developing Tier II and Tier III vocabulary; Response to Intervention for targeted groups (ELs, Foster Youth, Low-Income, Special Education); Capturing Kids Hearts (CKS) which focus on classroom management and school-wide Positive Behavior Support.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	117
Grade 1	75
Grade 2	90
Total Enrollment	282

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0
Asian	13.8
Filipino	1.4
Hispanic or Latino	76.6
Native Hawaiian or Pacific Islander	1.4
White	3.2
Two or More Races	0.7
Socioeconomically Disadvantaged	81.6
English Learners	21.6
Students with Disabilities	12.1
Foster Youth	2.8

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	21	21	465
Without Full Credential	1	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading & Writing (Benchmark Advance) Benchmark Advance Program is being utilized by all grades at Wescove School. It provides a systematic and rigorous program for the instruction of reading by all students. Write from the Beginning and Beyond is the foundation for our writing curriculum. (TK-2 ELA material adopted 2017)	Yes	0%
Mathematics	Mathematics (Pearson Scott Foresman): The Kindergarten through Second Grade teachers use the newly adopted Scott Foresman-Pearson Mathematics Program (Envision Math), which is aligned with the state standards. Scott Foresman-Pearson is well organized and conveys the mathematics content efficiently and effectively. In addition, the program advances students' understanding of mathematical ideas by encouraging them to share, discuss and analyze the mathematical tasks. A performance assessment is combined with a	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	multitude of measures to demonstrate students' knowledge of and ability to apply mathematical concepts and skills. (TK-2 Math material adopted 2015)		
Science	Science (MacMillian McGraw Hill): Science learning is hands-on and coordinated with other activities. Our reading curriculum includes at least one science-related theme per grade level. Examples include a second grade emphasis on weather. Incorporating science with reading and writing helps us teach a variety of skills and makes learning more meaningful. (TK-2 Science material adopted 2008)	Yes	0%
History-Social Science	Social Studies (Pearson Scott Foresman): Our Social Studies curriculum incorporates a variety of subjects such as: Geography, Literature, Government and History. Students read about the past and discover different communities and cultures. Social Studies enable students to learn a variety of skills as well as improving reading. Through this curriculum, students learn about people who make contributions and gain an understanding of life on Earth. (TK-1 Social Science material adopted 2007; Grade 2 Social Science material adopted 2006)	Yes	0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Much attention is paid to keeping our campus clean and safe. District-wide standards are in place for cleaning procedures, products, inspection and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office. Restrooms are inspected multiple times daily by custodial staff, as well as inspected by all staff and administrators. One hundred percent of the toilets on campus are working. Custodians as well as maintenance and ground crews are trained and responsible for inspection and repair of any safety items on a daily basis. Monthly inspections are also conducted by District inspectors. In addition, West Covina Unified School District works with risk managers, safety inspectors and outside experts who inspect our campus annually. No emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. Providing our students with a clean and safe school has always been and will continue to be a top priority.

We are also committed to improving and maintaining a quality facility. In November 2016, Bond Measure ES was passed, which will provide the necessary resources to update school facilities.

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: December 2017				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
	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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents take an active role in their child's education by participating in many aspects of the school programs which include, PTA, School Site Council, English Learner Advisory Committee, parent education workshops, classroom volunteering, and special events. In addition, parents attend workshop/trainings held on campus by the principal, TOSA, and classroom teachers. Parents volunteer in the office as well. Our PTA also provided many opportunities for families to come together and support the school's vision.

Parents who are interested in volunteering should contact the school's office manager at (626) 939-4870.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6	0.0	0.0	2.3	2.2	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our staff monitors the school grounds at least 1/2 hour prior to the start of school and after dismissal. We have a closed campus, where all visitors must register at the office. We update our site safety plan each year as well as our district emergency preparedness plan. We hold monthly fire drills and have earthquake and disaster drills at least twice a year. The School Safety Plan was reviewed in December, 2016 and approved by our SSC in January 2017.

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	19	4	2		21	1	4		20	1	5	
1	24		4		22		4		24		3	
2	20	3	3		18	5			23		4	

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 2016-17)

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)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	1	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,474	\$1,324	\$8,149	\$86,267
District	N/A	N/A	\$5,926	\$76,863
Percent Difference: School Site and District	N/A	N/A	37.5	12.2
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	24.0	15.8

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

Types of Services Funded (Fiscal Year 2016-17)

Wescove receives Title I funds to improve instructional practices to increase student achievement levels. Ten percent is used for professional development. English learner funds are used to provide English language development instruction to increase our English learners' proficiency levels in Standard American English. In addition, we provide targeted reading intervention during the school day using supplemental materials such as Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) and Lexia to close the achievement gap in reading fluency and comprehension. To successfully implement these two programs, we issued every K-2 student a chrome book for school and home use. We also provide an afterschool Math intervention for our struggling and at-risk students to close the achievement gap in mathematics.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,727	\$46,511
Mid-Range Teacher Salary	\$77,257	\$73,293
Highest Teacher Salary	\$95,590	\$92,082
Average Principal Salary (Elementary)	\$121,488	\$113,263
Average Principal Salary (Middle)	\$125,389	\$120,172
Average Principal Salary (High)	\$139,408	\$131,203
Superintendent Salary	\$244,950	\$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	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)

High-quality, ongoing professional development for the principal, teachers and paraprofessionals focused on standards-based programs which are aligned to scientifically research-based instructional strategies and practices that have demonstrated effectiveness to improve academic achievement of all students. The trainings in 2016-2017 included SIPPS, Write from the Beginning and Beyond (WFTBB), Thinking Maps, Common Core State Standards (CCSS), Look 2 Learn, Explicit Direct Instruction, Response to Intervention (RtI), Differentiated Instruction and Data Analysis training. Every Wednesday is a shortened day for students in order for teachers to attend regularly scheduled professional development trainings or grade-level meetings to enhance the core curriculum. In addition we had two full day staff development trainings at the beginning of the school year. The protected time for professional development contributes to the success of students as teachers learn new strategies to increase students' academic achievement levels.