

Palm Tree Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Palm Tree Elementary School
Street	326 East Avenue R
City, State, Zip	Palmdale, CA 93550-5208
Phone Number	(661) 265-9357
Principal	Gerald Luke
E-mail Address	gfluke@palmdalesd.org
Web Site	
Grades Served	K-6
CDS Code	19648576107635

District Contact Information	
District Name	Palmdale Elementary
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (Most Recent Year)

Palmdale School District Mission Statement

To support our vision, we will implement priorities, actions, and services targeted to staff, students, and parents designed to equip Palmdale School District's students to live their lives to their full potential.

School Profile:

Palm Tree Elementary School is one of twenty-four schools in the Palmdale School District and is located in a low socio-economic status area. Palm Tree serves a diverse community of approximately 670 students in grades Kindergarten through Sixth. This diverse population includes about 78% Hispanic, 16% African American, 10% White, and 1% Asian/Pacific Islander students. Many of our Kindergartners come from the Head Start Preschool located on site. Palm Tree is currently in Year 5 of Program Improvement.

Palm Tree has 28 classroom teachers on staff, all of whom have full credentials and hold CLAD/BCLAD certification. We also have a Learning Support Teacher, 4 Instructional Aides and 2 Bilingual-Instructional Aides who provide additional support to our staff and students.

We have incorporated a variety of intervention programs and extended learning opportunities for our students to help address their academic and individual needs. Selection for intervention is based on results of California, District, and common formative assessments. Referred students in grades K through 6 are assessed and diagnosed, intervention is prescribed, progress is monitored, and changes in program are made when necessary. In addition, our 4th through 6th grade teachers have undergone Advancement Via Individual Determination (AVID) training, which has been implemented in our 4th - 6th grade classes.

Palm Tree is committed to the teaching practices and pedagogies that are an integral part of being a Common Core State Standards based curriculum school. We firmly believe in the value of building a professional learning community, and are continuously evaluating, collaborating, and communicating what is essential to achieving this goal.

"Palm Tree staff will do whatever it takes for every child."

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	128
Grade 1	103
Grade 2	94
Grade 3	120
Grade 4	108
Grade 5	117
Grade 6	97
Total Enrollment	767

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	1.2
Asian	0.1
Filipino	1.4
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	0.4
White	6.4
Two or More Races	0.8
Socioeconomically Disadvantaged	87.1
English Learners	34.2
Students with Disabilities	9.8
Foster Youth	3.3

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	30	27	664
Without Full Credential	0	0	0	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	78.0	22.0
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
Low-Poverty Schools in District	0.0	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 2015-16)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

A priority for Palm Tree School is to provide a safe, secure, and clean environment for learning. The school is comprised of 37 classrooms, two computer labs, a library, a speech room, and a Learning Center. The computer labs support IXL, Imagine Learning, educational websites and SBAC technologies. There are three administrative offices, a main reception area, health office and a cafeteria for meals and assemblies. The cafeteria staff serves lunch daily to over 640 students. We are a Breakfast in the Classroom school. Our custodial staff maintains each classroom and other school facilities. In addition, our students help keep the campus clean as part of our Campus Beautification program. Currently, we are in need of new playground equipment.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
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 in which data were collected: March 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	30	44
Mathematics	17	19	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	114	109	95.6	63	24	6	6
	4	116	113	97.4	44	26	20	9
	5	112	109	97.3	43	23	23	11
	6	104	103	99.0	40	28	24	8
Male	3		54	47.4	76	19	0	6
	4		54	46.6	46	28	15	11
	5		55	49.1	45	27	20	7
	6		60	57.7	43	28	23	5
Female	3		55	48.2	51	29	13	7
	4		59	50.9	42	24	25	7
	5		54	48.2	41	19	26	15
	6		43	41.3	35	28	26	12
Black or African American	3		15	13.2	67	20	7	7
	4		14	12.1	57	21	14	7
	5		11	9.8	27	36	27	9
	6		11	10.6	73	0	27	0
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		3	2.6	--	--	--	--
	6		2	1.9	--	--	--	--
Asian	5		1	0.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	0.9	--	--	--	--
	6		3	2.9	--	--	--	--
Hispanic or Latino	3		84	73.7	62	25	7	6
	4		86	74.1	45	23	23	8
	5		88	78.6	44	23	22	11
	6		76	73.1	41	29	24	7
Native Hawaiian or Pacific Islander	3		2	1.8	--	--	--	--
	6		1	1.0	--	--	--	--
White	3		6	5.3	--	--	--	--
	4		8	6.9	--	--	--	--
	5		9	8.0	--	--	--	--
	6		8	7.7	--	--	--	--
Two or More Races	4		1	0.9	--	--	--	--
	6		1	1.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		87	76.3	68	22	6	5
	4		94	81.0	46	24	20	9
	5		88	78.6	43	23	25	9
	6		86	82.7	43	29	22	6
English Learners	3		46	40.4	65	20	9	7
	4		34	29.3	62	29	9	0
	5		26	23.2	69	23	8	0
	6		26	25.0	77	15	8	0
Students with Disabilities	3		8	7.0	--	--	--	--
	4		7	6.0	--	--	--	--
	5		7	6.3	--	--	--	--
	6		4	3.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	114	109	95.6	60	28	10	2
	4	116	113	97.4	43	41	13	3
	5	112	108	96.4	52	34	8	6
	6	104	103	99.0	49	25	19	7
Male	3		54	47.4	63	24	11	2
	4		55	47.4	44	35	16	5
	5		55	49.1	56	33	5	5
	6		60	57.7	50	32	15	3
Female	3		55	48.2	56	31	9	2
	4		58	50.0	43	47	10	0
	5		53	47.3	47	36	11	6
	6		43	41.3	47	16	26	12

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		15	13.2	73	27	0	0
	4		14	12.1	57	29	14	0
	5		11	9.8	45	55	0	0
	6		11	10.6	73	9	9	9
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		3	2.6	--	--	--	--
	6		2	1.9	--	--	--	--
Asian	5		1	0.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	0.9	--	--	--	--
	6		3	2.9	--	--	--	--
Hispanic or Latino	3		84	73.7	56	29	13	1
	4		87	75.0	41	46	10	2
	5		87	77.7	51	34	8	7
	6		76	73.1	51	28	18	3
Native Hawaiian or Pacific Islander	3		2	1.8	--	--	--	--
	6		1	1.0	--	--	--	--
White	3		6	5.3	--	--	--	--
	4		8	6.9	--	--	--	--
	5		9	8.0	--	--	--	--
	6		8	7.7	--	--	--	--
Two or More Races	6		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		87	76.3	62	28	8	1
	4		93	80.2	43	44	11	2
	5		88	78.6	53	33	9	5
	6		86	82.7	49	27	19	6
English Learners	3		46	40.4	63	24	9	2
	4		34	29.3	53	47	0	0
	5		26	23.2	69	31	0	0
	6		26	25.0	77	23	0	0
Students with Disabilities	3		8	7.0	--	--	--	--
	4		7	6.0	--	--	--	--
	5		7	6.3	--	--	--	--
	6		4	3.8	--	--	--	--
Students Receiving Migrant Education Services	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	38	48	35	48	48	49	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	35
Male	35
Female	35
Black or African American	36
Asian	--
Hispanic or Latino	33
White	--
Socioeconomically Disadvantaged	--
English Learners	15
Students with Disabilities	33
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	40.20	13.10	39.30

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 (Most Recent Year)

At Palm Tree Elementary parents and community members play an important role in the implementation of all educational programs at our school. Our Program Liaison works and assists in establishing parent school relationships; maintaining direct communication channels between our families and the school; specific programs on campus; Parents are also involved in school governance through our School Site Council (SSC) and English Language Advisory committee (ELAC). We have a growing body of PTO members who are active in improving our school environment and aiding in special projects. We have also created a Family Center on campus where volunteer parents/guardians can come on campus and assist the school in varied areas throughout the school day. Parent education classes (such as Parent Academy and Parenting Partners) and family nights have helped to create an atmosphere of cooperation and support among family and staff; Monthly parent information meetings (Coffee with the Principal) are held with the administration and have addressed the special needs of our diverse student population. Parents also have the opportunity to develop skills to assist their children's learning at home through participation in the Parent Institute for Quality Education (PIQE), which incorporates the development of positive attitudes around high student achievement and higher education.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.59	4.36	4.95	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Safety plan encompasses all aspects of safety on campus. Included are; a responsibility plan for staff members during an emergency, a dispersal and organizational plan, school personnel responsibilities, various plans for different emergencies such as fire, earthquake and stranger on campus, before, after and during school supervision plans, and a problem and resolution checklist. All staff members have possession of the current School Safety Plan and drills are held on a monthly basis to familiarize the staff and students with proper procedures and expected behavior during emergencies. The school adheres to the policies and procedures designated by the District, and participates in the monthly District Safety Committee meetings.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	4		23	2	4		18	6	8	
1	23	2	4		27	1	3		26	2	6	
2	29		4		25	1	4		23		6	
3	27		4		24	1	4		30		9	
4	35			3	31		4		27		8	
5	32		1	2	28		4		29		8	
6	34			3	32		2	1	40		2	4
Other	6	1										

Note: 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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.8	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	.5	N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$377.44	\$294.78	\$82.66	\$59,948.36
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-2.8	-9.6
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-98.2	-15.3

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

Types of Services Funded (Fiscal Year 2014-15)

1. Staff Development
2. Intervention cycle by teachers and instructional assistants
3. Extended Learning Opportunities –
 - A. After School Program
4. Parental Involvement and Education - Parent Academy, Parent Nights, Coffee with the Principal, and Latino Family Literacy program
5. After School arts program - LAITY Arts provides computer animation, visual art, and dance classes (this is a parent fee for service but it is an option for all students).

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

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)

Teachers meet frequently within and across grade levels in collaborative team meetings and lesson studies to plan and discuss how they will coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings as well as student clinic (intervention and enrichment) needs. Sites design specific professional development based on Common Core State Standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Our LST attended Training of Trainers to become a trainer in Thinking Maps. Most of our teachers received Thinking Maps training in the 14/15 school year. Our LST will train any teacher who did not receive the training. She will also follow up with training updates on Thinking Maps.

Teachers will receive professional development on Culturally Responsive Teaching and Pedagogy through CCRTL along with EDI lesson planning and delivery training through TESS. Both trainings will have a coaching component that selected teachers will attend to obtain deeper levels of these trainings.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, and intervention programs. . Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.