

# Maple Hill Elementary School

## 加州教育局 學校教學責任報告卡

### 報告內容摘自2016–17學年資料

加州法律規定，加州各所學校的學校教學責任報告卡（School Accountability Report Card，簡稱SARC）必須在每年2月1日前發佈。SARC包含與加州各所公立學校的教學條件和成績表現有關的資訊。依據本地學校控制資助計算公式（Local Control Funding Formula，簡稱LCFF），所有本地教育機構（LEAs）必須制定「本地學校控制責任計劃書（Local Control and Accountability Plan，簡稱LCAP）」，指出其計畫如何為所有學生達到具體年度學校特定目標，並開展特定的活動以解決本州及本地的工作重點。此外，本地學校控制責任計劃書中採用的數據應與報告卡中的數據一致。

- 有關SARC要求的更多資訊，請訪問加州教育局（California Department of Education，簡稱CDE）的學校教學責任報告卡網頁，網址：<http://www.cde.ca.gov/ta/ac/sa/>。
- 有關LCFF或LCAP的更多資訊，請訪問CDE的LCFF網頁，網址：<http://www.cde.ca.gov/fg/aa/lc/>。
- 有關學校的更多資訊，家長/監護人和社區成員應聯繫學校校長或學區辦公室。

#### **DataQuest**

DataQuest是CDE DataQuest網頁<http://dq.cde.ca.gov/dataquest/>上的一項線上數據工具，它包含關於該學校的附加資訊，以及其與所屬學區和縣的對照。值得一提的是，DataQuest是一個動態系統，提供學校問責報告（如：測試數據、入學率、高中畢業、退學、課程註冊、職工和英語學習者的數據）。

#### **使用互聯網**

可在公共圖書館以及其它可公開訪問的地方（例如加州圖書館）上網。使用互聯網的圖書館和公共場所一般以「先到先得，額滿即止」為基礎。其它使用限制可能包括運營時間、工作站可使用的時段（視情況而定）、工作站可使用的軟體程式類型以及列印文檔的能力。

## **關於本校**

學校聯絡資訊（2017–18學年）	
學校名稱	Maple Hill Elementary School
街道	1350 South Maple Hill Road
城市、州、郵編	Diamond Bar CA, 91765
電話號碼	(909) 861-6224
校長	Kelly Morris
電郵地址	kmorris@wvusd.k12.ca.us
網址	www.maplehillschool.org/
郡—區—學校（CDS）代碼	19-73460-6100309

學區聯絡資訊 (2017–18學年)	
學區名稱	Walnut Valley Unified School District
電話號碼	(909) 595-1261
督學	Dr. Robert P. Taylor
電郵地址	rtaylor@wvusd.k12.ca.us
網址	www.wvusd.k12.ca.us

## 學校簡介及辦學宗旨 (2017–18學年)

### Principal's Message

Welcome to Maple Hill, the Land of the HAWKS! It is my pleasure to welcome you to the Maple Hill Elementary School Accountability Report Card. This annual report card to the community highlights valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state. The Maple Hill staff is committed to implementing an intensive, standards-based curriculum to ensure each child's success. A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Parents are our partners in the important job of educating the children of this community, and we work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure.

Maple Hill Elementary is a distinguished 2016 Gold Ribbon School with a dedicated and passionate staff who selflessly mentor, teach, and inspire a diverse student body comprising many talented and unique young minds. Maple Hill Elementary represents the best of the best in elementary education. Walk through the halls of our state of the art facility, and you will see our students developing into scholars, principled leaders, inquirers, risk-takers, reflective thinkers, caring citizens, and open-minded communicators. You will also see a network of dedicated teachers, staff, and parents working collectively to put "Kids First-Every Student, Every Day."

At Maple Hill, it is our mission to establish a school environment where every student has the opportunity to receive a stellar education — one that meets their individual needs in a safe and loving environment where their hearts are ignited, their spirits are encouraged, and their minds are challenged. We strive to ensure that all students who walk through the Maple Hill doors are given the tools, skills, and support to discover their true self-worth, make the impossible possible, and are inspired to make the world a better place.

Maple Hill takes great pride in educating the whole child. Academically, Maple Hill has been recognized as a California Distinguished School two times and we were recently awarded the coveted title of "California Gold Ribbon School" in 2016. All curriculum provided at each grade level, K-5, has been aligned to the Common Core State Standards and Next Generation Science Standards. Maple Hill is also proud to be a Project Lead the Way (PLTW) Launch School. From Kindergarten to the 5th grade, our students participate in hands-on S.T.E.A.M (science, engineering, technology, art, and math) learning opportunities in computer science, engineering, and biomedical science. PLTW's research-supported approach empowers students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers.

Providing academic rigor in a student engaged environment is a top priority at Maple Hill. However, also ensuring that students are taught the core values of character development, so that they can grow to be productive and caring members of society is our school's philosophy. Maple Hill has been a PBIS (Positive Behavioral Interventions & Supports) school since 2014. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. In August of 2016 and 2017, Maple Hill was the recipient of the "Silver" Award from The California PBIS Coalition for our excellence in the measurement of fidelity as well as our efforts in implementing the core features of PBIS.

Based on the Walnut Valley School District's Blueprint for Excellence, Maple Hill provides every student the opportunity for personal and academic learning each and every day, creates an educational environment that supports student learning, and ensures that every member of the staff possesses the leadership skills and attributes to support the learning process of every student. We are excited about our school and its program and welcome all to support our efforts.

School Slogan:  
Kind Heart

Strong Mind  
Brave Spirit  
Hawk Pride

**Vision Statement:**

I will REACH each and every day to be the best version of me and to make the world a better place.  
I will have a kind heart, a strong mind, a brave spirit, and Hawk Pride.

**Mission Statement:**

At Maple Hill, it is our mission to establish a school environment where every student has the opportunity to receive a stellar education — one that meets their individual needs in a safe and loving environment where their hearts are ignited, their spirits are encouraged, and their minds are challenged. We strive to ensure that all students who walk through the Maple Hill doors are given the tools, skills, and support to discover their true self-worth, make the impossible possible, and are inspired to make the world a better place.

**School Profile**

Maple Hill Elementary School is located in the northern region of Diamond Bar and serves students in grades transitional kindergarten through fifth following a traditional calendar. Maple Hill Elementary School is a dynamic and unique school among the nine elementary schools in the Walnut Valley School District. Built in 1980, the school has experienced changing demographics over the last 20 years, and our current population reflects the ethnic diversity of our community (2016-2017): 55.58% Asian, 16.82% Hispanic, 7.37% White, 4.91% Filipino, 1.51% African American, and 13.04% two or more races. Within our student population of 529, 20 are identified as SAI (RSP), and 14 are English Language Learners in our Sheltered English Immersion Center. According to The California Department of Education School Profile Report (April 2017), Maple Hill is comprised of 18% on Free and Reduced Lunch and 20.7% English Learner students.

**各年級學生入學情況（2016–17學年）**

年級	學生人數
幼稚園	96
1年級	73
2年級	86
3年級	84
4年級	92
5年級	104
6年級	
7年級	
8年級	
不分年級的小學	
9年級	
10年級	
11年級	
12年級	
不分年級的中學	
總入學人數	535

## 各學生群體的入學情況 (2016–17學年)

學生群體	占總入學人數的百分比
黑人或美籍非裔	1.5
美籍印第安人或阿拉斯加原住民	0.6
亞裔	60.6
菲律賓裔	6.4
西班牙裔或拉丁裔	17
夏威夷原住民或太平洋群島居民	0.2
白人	7.5
雙種族或多種族混血	6.4
社會經濟弱勢群體	10.7
英語學習生	20.7
殘障學生	8.2
寄養青少年	0

## A. 學習條件

### 加州優先順序：基礎

SARC提供了有關加州優先順序：基礎（1級）的如下資訊：

- 教師得到合理委派並具有教授相應科目及學生的充分資質的情況；
- 學生可以獲得標準化的教材；以及
- 學校設施維持良好的保養狀態

### 教師資質

教師	學校			學區
	2015-16	2016-17	2017-18	2017-18
具有充分資質的教師	20	21	19	633
資質不充分的教師	0	0	0	2
教授非具備專業能力科目的教師（具有充分資質）	0	0	0	0

### 教師委派不當及教師職位空缺

指標	2015-16	2016-17	2017-18
不當委派的英語學習生授課教師	0	0	0
不當委派的教師總數 *	0	0	0
教師職位空缺	0	0	0

注：「不當委派」指未經法律認可而教授相應年級、科目領域或學生群體等的教師所佔據的職位數量。

\*不當委派教師總數包括不當委派的英語學習生授課教師的人數。

## 教科書和教學材料的品質、流通性及可用性 (2017–18學年)

September 2017

All training and curriculum development activities at Maple Hill Elementary School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Maple Hill Elementary School held staff development devoted to:

\*Technology (interventions/enrichment/behavior management)

\*Writer's Workshop-Units of Study

- \*Interventions/Accommodations/Teaching Practices: Closing the Achievement Gap
- \*NGSS (Next Generation Science Standards) with K12 Alliance
- \*PLTW (Project Lead the Way)
- \*ELA/ELD Framework
- \*Google Classroom
- \*Thinking Maps
- \*Behavior Management-Restorative Practices
- \*Student Engagement
- \*DIBLES (reading assessment)
- \*Project GLAD (Guided Language and Acquisition Design)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, district benchmark results, data analysis, and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Maple Hill Elementary School supports ongoing professional growth throughout the year on early out days (Thursdays), and during grade level planning meetings. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2017-18 school year, Maple Hill Elementary School's teachers attended the following events hosted by the Walnut Valley Unified School District:

- \* ELA textbook Adoption
- \* Curriculum Councils
- \*Project GLAD Training
- \*ELA/ELD Framework
- \*Thinking Maps
- \*Google Certification
- \*Units of Study-Writer's Workshop

Maple Hill Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Paraprofessionals are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives during monthly Classified Meetings.

科目	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
閱讀/語言藝術	Benchmark Advance 2017 Benchmark Education Company	Yes	0
數學	Houghton Mifflin Harcourt Math Expressions 2015	Yes	0
科學	Pearson Scott Foresman, Scott Foresman California Science - 2008	Yes	0
歷史—社會科學	Harcourt Brace, Social Science - 2007	Yes	0
外語			
衛生			
視覺和表演藝術			
科學實驗設備 (9至12年級)			

## 學校設施狀況及改善計劃

The district's maintenance department inspects Maple Hill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Maple Hill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, August 1, 2017. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2017-18, all restrooms were fully functional and available for student use.

使用最新收集的設施檢測工具 (FIT) 數據 (或同等的數據), 提供如下資訊

最近收集資料的年份和月份: August 1, 2017				
已檢查的系統				所需的保養及
系統: 氣體洩漏、機械/HVAC、下水道	X			
室內: 室內表面	X			
清潔度: 總體清潔度、害蟲/寄生蟲侵擾	X			
電力: 電力	X			
洗手間/飲水機: 洗手間、水槽/飲水機	X			
安全: 消防安全、危險品	X			
結構: 結構損壞、屋頂	X			
戶外: 操場/學校空地、窗戶/門/大門/圍牆	X			

## 設施綜合評分

最近收集資料的年份和月份: August 1, 2017				
綜合評分	模範	良好	一般	較差
		X		

## B. 學生成果

### 加州優先順序：學生成績

TSARC提供了有關加州優先順序：學生成績（4級）的如下資訊：

- **全州範圍內的評估**（即加州學生成績與進步評估[California Assessment of Student Performance and Progress, 簡稱CAASPP]體系，其中包括針對通識教育人群中學生的更智慧平衡總結性評估，以及對3-8年級和11年級進行的針對英語語言藝術/讀寫能力[ELA]和數學的加州替代評估[California Alternate Assessments, 簡稱CAAs]。CAA已經取代了針對ELA和數學的加利福尼亞替代成績評估（California Alternate Performance Assessment, 簡稱CAPA），而CAPA在2015年已經被取消。只有符合資格的學生才可以參加CAAs評估。CAAs的項目與替代成績標準相匹配，這些標準與針對有嚴重認知障礙的學生的通用核心州標準[Common Core State Standards, 簡稱CCSS]相連接；以及
- 順利完成課程並符合加州大學或加州州立大學錄取要求或職業技術教育順序或學習計劃錄取要求的學生百分比。

### 所有學生的英語語言藝術/讀寫能力（ELA）和數學的CAASPP測試結果

科目	達到或超過州標準的學生百分比					
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
英語語言藝術/ 讀寫能力 (3-8年級和11年級)	71	77	74	75	48	48
數學 (3-8與11年級)	70	77	72	73	36	37

注：當考生人數為10人或以下的，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，將不予計算百分比。

### 依學生群體劃分的ELA科目之CAASPP測試結果

#### 3-8與11年級（2016-17學年）

學生群體	註冊 總人數	考生 人數	參加測試學生 百分比	達到或超過測試 標準的 學生百分比
所有學生	288	268	93.06	76.87
男生	141	133	94.33	74.44
女生	147	135	91.84	79.26
黑人或美籍非裔	--	--	--	--
美籍印第安人或 阿拉斯加原住民	--	--	--	--
亞裔	176	158	89.77	82.28
菲律賓裔	--	--	--	--
菲律賓裔	51	51	100	66.67
西班牙裔或拉丁裔	--	--	--	--
夏威夷原住民或 太平洋群島居民	24	22	91.67	72.73
白人	20	20	100	75
雙種族或多種族混血	39	37	94.87	64.86
社會經濟弱勢群體	101	83	82.18	77.11
社會經濟弱勢群體	29	26	89.66	26.92

注：ELA測試結果包括更智慧平衡總結性評估以及CAA。計算「達到或超過測試標準的學生百分比」是以達到或超過更智慧平衡總結性評估標準的學生總數加上達到CAA標準的學生總數，再除以參加兩項評估的學生總數。

注：當學生人數為10人或以下時，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，表格內將以雙破折號（--）表示。

注：考生人數包括所有參加測試的學生，不管他們是否獲得分數；然而，考生人數並非是用來計算成績等級百分比的數字。成績等級百分比只使用獲得分數的學生人數來計算。

**依學生群體劃分的數學科目的CAASPP測試結果  
3-8年級和11年級（2016–17學年）**

學生群體	註冊 總人數	考生人數	參加測驗 學生百分比	達到或超過測試 標準的 學生百分比
所有學生	288	285	98.96	77.19
男生	141	139	98.58	80.58
女生	147	146	99.32	73.97
黑人或美籍非裔	--	--	--	--
美籍印第安人或 阿拉斯加原住民	176	175	99.43	84.57
亞裔	--	--	--	--
菲律賓裔	51	51	100	64.71
西班牙裔或拉丁裔	--	--	--	--
夏威夷原住民或 太平洋群島居民	24	22	91.67	59.09
白人	39	39	100	74.36
雙種族或多種族混血	101	100	99.01	80
社會經濟弱勢群體	29	27	93.1	40.74

注：數學測試結果包括更智慧平衡總結性評估以及CAA。計算「達到或超過測試標準的學生百分比」時是以達到或超過更智慧平衡總結性評估標準的學生總數加上達到CAA標準的學生總數，再除以參加兩項評估的學生總數。

注：當學生人數為10人或以下時，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，表格內將以雙破折號（--）表示。

注：考生人數包括所有參加測試的學生，不管他們是否獲得分數；然而，考生人數並非是用來計算成績等級百分比的數字。成績等級百分比只使用獲得分數的學生人數來計算。

**全體學生的科學科目CAASPP測試結果**

科目	達到良好或優異的學生百分比					
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	88	78	84	84	56	54

注：科學測試結果包括5、8和10年級的加州標準測試（California Standards Tests, 簡稱CST）、加州修訂後評估（California Modified Assessment, 簡稱CMA）以及加州替代成績評估（California Alternate Performance Assessment, 簡稱CAPA）。

注：考生人數為10人或以下的，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，將不予顯示考試分數。

注意：2016-2017年資料不可用。加州教育局正在根據加州公立學校下一代科學標準（CA NGSS）開展新的科學評估。新的加州科學測試（CAST）於2017年春季進行了試點。科學類的CST和CMA測試將不再進行

**加州優先順序：其他學生成果**

SARC提供了有關加州優先順序：其他學生成果（8級）的如下資訊：

- 學生在體育科目領域的成績。

**加州體育測試成績（2016–17學年）**

年級	學生在健康體能6項標準中達成		
	4項標準的百分比	5項標準的百分比	6項標準的百分比
5	10.9	27.7	52.5

注：考生人數為10人或以下的，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，將不予計算百分比



## C. 參與

### 加州優先順序：家長參與

SARC提供了有關加州優先順序：家長參與（3級）的如下資訊：

- 學區為幫助家長在學區和各所學校事務中參與決策所作的努力。

### 家長參與學校活動的機會（2017–18學年）

---

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), Remind App, the school marquee, school newsletters, Community Club newsletters, the school website, and teacher newsletters. Contact the school principal or school secretaries at (909) 861-6224 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer:

Chaperone Field Trips  
Classroom Helper  
Reading Intervention Program  
School Library  
Community Club  
School Site Council  
English Language Advisory Council (ELAC)  
Presenters for GATE and Career Day

#### Committees:

English Learner Advisory Council  
School Site Council  
Community Club

#### School Activities:

Breakfast with the Principal  
Back to School Night  
Student Performances  
Principal's Awards  
After School Hawk Shop  
Winter Movie Night  
Fall Parade  
Evening Plays and Musicals  
Hawk Walk/Hawk Walk Pep Rally  
VIP Dance  
Family Nights (Chuck E. Cheese, Whole Enchilada, Wetzel Pretzel)  
Parent/Student Nights (PLTW)  
Scripps Spelling Bee  
Talent Show  
Book Fair  
Open House

## 加州優先順序：學校氛圍

SARC提供了有關加州優先順序：學校氛圍（6級）的如下資訊：

- 學生的停學率；
- 學生的開除率；以及
- 關於安全意識的其他本地措施

### 停學和開除

比率	學校			學區			州		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
停學	0.2	0.0	0.0	1.4	1.3	1.2	3.8	3.7	3.6
開除	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### 校園安全計畫（2017-18學年）

The Comprehensive School Site Safety Plan was developed for Maple Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

## D. 其他SARC資訊

本部份所含資訊須列入SARC但不包括在LCFF中的加州優先事項中。

### 聯邦干預計劃（2017-18學年）

指標	學校	學區
課程改進狀況		Not In PI
課程改進第一年		
課程改進的年份		
當前接受課程改進的學校數量	N/A	4
當前接受課程改進的學校百分比	N/A	80

注：內含「N/A」的空格無需填寫數據。

### 班級平均人數及班級人數分佈（小學）

年級	2014-15				2015-16				2016-17			
	班級平均人數	班級數量*			班級平均人數	班級數量*			班級平均人數	班級數量*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		22		3		24		4	
1	24		3		26		3		24		3	
2	28		3		27		3		27		3	
3	28		3		28		3		27		3	
4	35			3	33			3	30		3	
5	29	1	2	1	30	1		3	34		1	2

\*班級數量用於表示有多少班級屬於每一個班級規模（每一班級的學生總人數範圍）類別。

學習輔導員及其他輔助人員（2016–17學年）

職位	分派予學校的等同一名全職員工 (FTE) 數量*	每位學習輔導員負責的平均學生人數
輔導員（社會/行為或職業發展）	0.50	N/A
圖書館媒體教師（圖書管理員）		N/A
圖書館媒體服務人員（輔助專職人員）	0.60	N/A
心理學家	0.50	N/A
社會工作者		N/A
護士	0.25	N/A
口語/語言/聽力專家	0.50	N/A
資源專家（非授課人員）		N/A
其他	1.6	N/A

注：內含「N/A」的方格無需填寫數據。

\*等同一名全職員工 (FTE) 指的是一名全職工作的職工；1個FTE也可等於從事一半全職工作的2名職工。

每位學生開支和學校教師薪資（2015–16財年）

範圍				教師平均薪資
	每位學生的總支出	每位學生的支出（受限）	每位學生的支出（不受限）	
學校	\$6,908	\$2,111	\$4,797	\$77,410
學區	N/A	N/A	\$7,500	\$81,678
學校與學區一百分比差異	N/A	N/A	-36.0	2.3
州	N/A	N/A	\$6,574	\$77,824
學校與州一百分比差異	N/A	N/A	-13.4	12.4

注：內含「N/A」的方格內無需填寫數據。

獲取經費的服務類型（2016–17財年）

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery

教師及行政人員薪資（2015–16財年）

類別	學區金額	針對同一類別學區的州平均值
初任教師薪資	\$45,760	\$48,522
中級教師薪資	\$73,930	\$75,065
最高教師薪資	\$103,090	\$94,688
校長平均薪資（小學）	\$121,740	\$119,876
校長平均薪資（初中）	\$130,512	\$126,749
校長平均薪資（高中）	\$139,954	\$135,830
督學薪資	\$276,250	\$232,390
教師薪資預算百分比	40%	37%

類別	學區金額	針對同一類別學區的州平均值
行政人員薪資預算百分比	5%	5%

如需瞭解詳細薪資資訊，請查看CDE「持證教師薪資與福利」網頁，網址：<http://www.cde.ca.gov/ds/fd/cs/>。

## 專業發展

All training and curriculum development activities at Maple Hill Elementary School revolve around the Common Core State Standards, student engagement, behavioral strategies, and explicit instruction practices. Professional Development topics are also generated during T.E.A.M Talks (PLCs, once a month) and Data Days (one a trimester) as grade levels analyze student data. Most training occurs in after school workshops on campus, Professional Developments offered by Educational Services during the work day, and conferences. This year, all teachers and paraprofessionals received a Teacher Effectiveness Grant to apply towards Professional Developments that will further enhance current teaching practices. Throughout the school year, our site's E.L.S (Elementary Learning Specialist) mentors teachers and coaches/co-teaches with teachers in the classroom setting. This support system has proven to be invaluable. Trainings throughout the year include:

- \*Technology (interventions/enrichment/behavior management)
- \*Writer's Workshop-Units of Study
- \*Interventions/Accommodations/Teaching Practices: Closing the Achievement Gap
- \*NGSS (Next Generation Science Standards) with K12 Alliance
- \*PLTW (Project Lead the Way)
- \*ELA/ELD Framework
- \*Google Classroom
- \*Thinking Maps
- \*Behavior Management-Restorative Practices
- \*Student Engagement
- \*DIBLES (reading assessment)
- \*Project GLAD (Guided Language and Acquisition Design)