

North Fork 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 | North Fork Elementary School |
| Street | 33087 Road 228 |
| City, State, Zip | North Fork, CA 93643 |
| Phone Number | 559.877.2215 |
| Principal | Jared Pierce |
| E-mail Address | jpierce@mychawanakee.org |
| Web Site | http://nfs.chawanakee.k12.ca.us |
| CDS Code | 20 75606 6024079 |

| District Contact Information | |
|-------------------------------------|------------------------------------|
| District Name | Chawanakee Unified School District |
| Phone Number | 559.877.6209 |
| Superintendent | Darren Sylvia |
| E-mail Address | dsylvia@mychawanakee.org |
| Web Site | www.chawanakee.k12.ca.us |

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

Our Mission is to provide superior programs that foster excellence and success, to develop resourceful thinkers and learners, and to prepare students to be ethical and responsible citizens.

In support of this mission, the District is committed to:

- providing every student to become competent and confident in a rapidly changing world;
- focusing the educational environment on all aspects of student growth;
- nurturing and encouraging innovation and progressive thinking to develop a strong professional staff to create enhanced opportunities for students;
- encouraging staff to continue to model appropriate behavior and demonstrate excellence;
- cooperating with staff, students, parents and our communities to provide a safe, flexible, responsive, and unrivaled educational environment;
- informing the community of the considerable accomplishments of our students and of the various activities of the district;
- identifying and developing community resources that can be used to support our district;
- working cooperatively with our communities, other public agencies and the development industry and address our facilities' needs;
- managing the district's human, material, and fiscal resources responsibly and ethically;
- empowering parents to be responsible for the educational opportunities for their children by supporting and promoting parent choice.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 31 |
| Grade 1 | 29 |
| Grade 2 | 33 |
| Grade 3 | 30 |
| Grade 4 | 32 |
| Grade 5 | 31 |
| Grade 6 | 18 |
| Grade 7 | 27 |
| Grade 8 | 27 |
| Total Enrollment | 258 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.6 |
| American Indian or Alaska Native | 19.8 |
| Asian | 0.4 |
| Filipino | 0 |
| Hispanic or Latino | 21.7 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 51.9 |
| Two or More Races | 3.9 |
| Socioeconomically Disadvantaged | 78.3 |
| English Learners | 0 |
| Students with Disabilities | 14 |
| Foster Youth | 0.4 |

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 | 9 | 11 | 13 | 55 |
| Without Full Credential | 3.5 | 2 | 0 | 4.65 |
| 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: November 2017

Chawanakee Unified School District held a Public Hearing on September 12, 2017, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual/Performing Arts, Health, and Foreign Language, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination, upon request, prior to adoption. The table displays information collected in January 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------|
| Reading/Language Arts | K-6 National Geographic adoption in November of 2017 7-8 Houghton Mifflin Collections adopted November 2017 | Yes | 0 |
| Mathematics | K-5: McGraw Hill My Math adopted in 2014 6th-8th: Harcourt Go Math adopted in 2014 9th-12th: Glencoe adopted in 2009 | Yes | 0 |
| Science | K-5: Houghton Mifflin California Science adopted in 2006 6th-8th: Glencoe adopted in 2006 (6: Focus on Earth Science; 7: Focus on Life Science; 8: Focus on Physical Science) | Yes | 0 |
| History-Social Science | K-5: Scott Foresman adopted in 2006 6th-8th: McDougal Littell adopted in 2006 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

North Fork School was originally constructed in 1962 and remodeled in 2002. The school is situated on 43.4 acres and span 42,500 square feet. Facilities are comprised of 17 permanent classrooms, three portable classrooms, a multipurpose room/cafeteria, a library, two staff lounges, two computer labs, a music room, and three playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

Cleaning Process

The principal works with the custodial staff of one staff member, one grounds keeper, and one maintenance operator to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

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: 11/20/17 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Actions taken: Room 8 light vibration addressed by fixing AC unit |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | Actions taken: loose wire from Room 7 TV repaired and adjustment made to door; Room 6 loose TV wires repaired; Room 5 loose wires addressed; Room 3 broken plug plate repaired; loose wires in computer lab addressed |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | Actions taken: Room 3 drinking fountain adjusted; Kennedy Hall drain repaired |
| 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: 11/20/17 | | | | |
|--------------------------------------------------------|-----------|------|------|------|
| 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) | 27 | 34 | 46 | 45 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 29 | 26 | 29 | 25 | 36 | 37 |

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 | 178 | 165 | 92.7 | 34.15 |
| Male | 84 | 77 | 91.67 | 21.05 |
| Female | 94 | 88 | 93.62 | 45.45 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 31 | 30 | 96.77 | 23.33 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 46 | 44 | 95.65 | 25 |
| White | 92 | 82 | 89.13 | 43.21 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 139 | 130 | 93.53 | 28.46 |
| Students with Disabilities | 24 | 22 | 91.67 | 9.09 |
| 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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 178 | 163 | 91.57 | 26.38 |
| Male | 84 | 75 | 89.29 | 24 |
| Female | 94 | 88 | 93.62 | 28.41 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 31 | 30 | 96.77 | 16.67 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 46 | 44 | 95.65 | 13.64 |
| White | 92 | 80 | 86.96 | 37.5 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 139 | 130 | 93.53 | 18.46 |
| Students with Disabilities | 24 | 22 | 91.67 | 0 |
| 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 | 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) | 67 | 78 | 53 | 48 | 56 | 54 |

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.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|-----------------------------------------------|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 36.4 | 24.2 | 36.4 |
| 7 | | 25 | 75 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

North Fork School greatly benefits from its supportive parents who volunteer. The school has a strong base of parent volunteers who work in the classroom. Parents are also encouraged to join PTG (Parent Teachers Group), School Site Council, Indian Ed Parent Committee, and the District Leadership Team.

North Fork School benefits from several community partnerships, including the Mono Museum, Mono Rancheria, Kern Farm, North Fork Boosters, North Fork Women’s Club, Squirrel Cage Theater, and Grace Community Church. The school also sponsors field trips and community events throughout the year.

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 | 6.6 | 3.6 | 3.6 | 6.7 | 3.7 | 4.9 | 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)

Safety of students and staff is a primary concern of North Fork School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before, during lunch and after school by certificated staff, classified staff, and the principal. There is a designated area for student drop off and pick up. Visitors are required to report to the office, sign the register and receive a name tag to wear while on campus.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The school reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff and parents in January 2018. All revisions were communicated to both the classified and certificated staff. An updated copy of the plan is available to the public at the school and District offices.

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 | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 33.3 |

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 | 21 | 1 | 1 | | 23 | | 2 | | 19 | 2 | | |
| 1 | 16 | 7 | 8 | | 16 | 11 | | | 15 | 6 | 6 | |
| 2 | 19 | 2 | 8 | | 22 | | 6 | | 23 | | 7 | |
| 3 | 23 | | 14 | | 24 | | 6 | | 20 | 13 | | |
| 4 | 23 | | 1 | | 28 | | 6 | | 31 | | 7 | |
| 5 | 28 | | 15 | | 17 | 3 | 6 | | 30 | | 7 | |
| 6 | 16 | 5 | 7 | | 28 | | 7 | | 17 | 7 | | |
| Other | 3 | 6 | | | 17 | 2 | 6 | | 3 | 6 | | |

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 | .1 | 0 |
| Counselor (Social/Behavioral or Career Development) | .40 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .6875 | N/A |
| Psychologist | .1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .1 | N/A |
| Speech/Language/Hearing Specialist | .7 | N/A |
| Resource Specialist | .5 | 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|----------------------------------------------|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$4,870.64 | \$249.35 | \$4621.29 | \$53,421.30 |
| District | N/A | N/A | \$10,059.60 | \$56,806.89 |
| Percent Difference: School Site and District | N/A | N/A | -74.1 | -6.1 |
| State | N/A | N/A | \$6,574 | \$62,381 |
| Percent Difference: School Site and State | N/A | N/A | -34.9 | -15.5 |

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, North Fork School receives state and federal funding for the following categorical funds and other support programs:

- Instructional Materials
- Lottery
- Title I
- Title VII

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$37,744 | \$41,164 |
| Mid-Range Teacher Salary | \$58,596 | \$61,818 |
| Highest Teacher Salary | \$67,889 | \$84,567 |
| Average Principal Salary (Elementary) | \$82,076 | \$96,125 |
| Average Principal Salary (Middle) | | \$103,336 |
| Average Principal Salary (High) | \$85,838 | \$101,955 |
| Superintendent Salary | \$127,160 | \$126,855 |
| Percent of Budget for Teacher Salaries | 30% | 32% |
| Percent of Budget for Administrative Salaries | 7% | 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)

Building upon prior PD efforts, a team from North Fork School participated in and began implementation of PBIS in 2015-2016. North Fork has enjoyed the benefits of early release days every week. The early release time is used for staff development based on the needs of the teachers and site. Several teachers from North Fork were involved in developing district-wide math curriculum for grades TK-8 and several teachers attended the Model School Conference. When the teachers returned from the conference, they utilized several PD days to present to fellow teachers. In 2016-17, the curriculum development for math continued, as did the development for the site PBIS plan. Curriculum development began in English in fall of 2017. Another set of teachers attended the Model School Conference in the summer of 2017. Several staff members attended the Kagan three-day workshop and are implementing Kagan practices in their classrooms this year. In November of 2017, we adopted National Geographic ELA Curriculum in grades K-5. Staff participated in the adoption process and received training for implementation. Grades 7-8 staff followed the same process for their new curriculum adoption which is HM Collections. Staff continue to implement and receive ongoing training in iReady, Rigorous Curriculum Design, and Instructional Rounds. Early release Mondays continue to be utilized for PD for teachers based on teacher, district, and site needs.