

Williamson Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Williamson Elementary School
Street	2275 Benita Drive
City, State, Zip	Rancho Cordova, CA 95670-5239
Phone Number	916-294-9185
Principal	Angi Carlomagno
Email Address	acarloma@fcusd.org
Website	http://www.fcusd.org/Domain/25
County-District-School (CDS) Code	34673306033286

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision:

Valuing our families while utilizing community partners, Williamson staff will foster high expectations for students to achieve their full potential. Our whole child approach encompasses academic, social emotional, and health development, as well as language and technological skills. We will provide the rigorous educational opportunities necessary to mold all students into lifelong learners.

School Mission:

Williamson Elementary will provide a high-quality, standards-based education that supports the academic and social-emotional development of all students.

School & Community Profile:

Williamson Elementary School is located east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. Williamson Elementary has a rich heritage of community pride, family involvement, and neighborhood charm. The campus presents an inviting landscape with beautiful large trees and colorful murals. Located in Rancho Cordova, Williamson is one of twenty elementary schools in the Folsom Cordova Unified School District. The district serves approximately 19,500 students.

Williamson Elementary School's student enrollment as of September 2019 is 580 students in preschool through 5th grade. Our school has many different cultural groups and languages including Spanish, Russian, Armenian, Ukrainian, and many others. Learning extends beyond the core curriculum of reading, math, social studies, and science. Our 4th and 5th-grade students receive twice weekly music instruction. All classrooms and the library are connected to the Internet and students use the computers in a variety of ways. The strong parent and community support we receive help reinforce the goal of providing an excellent educational program in a warm, caring, and safe environment. School spirit abounds on campus as the Williamson student body participates in special spirit days planned by the student leadership group. Williamson offers extra support for teachers and students with the addition of a full-time Assistant Principal in 2017. We also have a full-time Academic Coach and Intervention teacher who help deliver specialized academic instruction to small groups of students. In 2016, we went to 1:1 ratio for student technology. Each child has access to their own Chromebook in their classroom.

The most current California Department of Education (CDE) Ethnicity data: 12.9% African American, 1.6% Asian, 0.9% Filipino, 40.1% Hispanic/Latino, 2.5% Pacific Islander, 29.1% White, 11.3% Two Or More Races and 1.6% Declined to State. As you can see from this data, Williamson Elementary has a very diverse population of students. Hispanic/Latino is our largest represented ethnic group. We translate all school communication into Spanish. Our robust English Language Advisory Committee (ELAC) group serves our diverse population. We currently have Spanish, Russian, Ukrainian, and Armenian translators on campus daily.

Social-emotional learning is an important component of the overall educational program at Williamson and we commit to helping students learn the following: Show Respect, Make Good Decisions, and Solve Problems. Our Reflection Room is open to all students at their morning recess. Trained teachers and instructional assistants work individually and with small groups of children that may need extra practice and time to be successful with our school rules of Respectfulness, On Task and Always Safe Behavior, followed with Responsibility. Teachers can assign this support or students may self select to attend during morning recess time.

We encourage our community to continue to assist Williamson in our efforts to reach our goals for ongoing improvement. We will actively seek out new community partnerships to leverage connections for student support. We know with everyone's support and assistance our students will become positive members of our community for years to come. Success is everyone's job!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	99
Grade 1	81
Grade 2	97
Grade 3	82
Grade 4	88
Grade 5	90
Total Enrollment	537

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.2
Asian	2.2
Filipino	0.9
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	2.4
White	28.3
Two or More Races	11.4
Socioeconomically Disadvantaged	83.6
English Learners	30.4
Students with Disabilities	11.5
Foster Youth	0.6
Homeless	9.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	26	24	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, 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 for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education (CDE), 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 at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0%
Mathematics	Pearson - enVision, 2015	Yes	0%
Science	Amplify - California Science, 2019	Yes	0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Williamson Elementary was originally constructed in 1962 and was completely renovated in 2008. It is comprised of 23 classrooms, a multipurpose room/cafeteria, performance area, computer lab, library, staff lounge, an Intervention and Title I teacher room, and three playgrounds. Recent remodeling included re-asphalting the playgrounds adding all new playground equipment, re-design of the student/bus pick-up and drop-off areas, complete renovation of the administration building, computer lab, library and auxiliary offices, as well as the addition of a performance area, outdoor learning centers, and upgrades in the cafeteria. Previous renovations included heating and air conditioning upgrades or replacements in every classroom. All areas are also internet ready. All other repairs and upgrades are completed as needed.

Cleaning Process: The principal works daily with the custodial staff of three full-time custodians 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. A summary of these standards are available at the district office for review.

Maintenance and Repair District: Maintenance staff ensures that the repairs and work orders necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Date of inspection: 10/18/2019

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

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Classroom C-13 needs to remove items in front of the interior electrical panel.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Computer Lab has an electrical wall strip that needs a small cover. Classroom B-8 has an electrical outlet cover near the teacher's desk that needs replaced,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys restroom has rust on lower exterior bathroom door.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Gate near E-15 is hard to open. Needs a new latch. Exterior light facing playground needs to be replaced.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	39	64	63	50	50
Mathematics (grades 3-8 and 11)	27	29	53	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	254	97.69	2.31	39.37
Male	124	121	97.58	2.42	38.02
Female	136	133	97.79	2.21	40.60
Black or African American	20	20	100.00	0.00	35.00
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	110	99.10	0.90	37.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	77	95.06	4.94	41.56
Two or More Races	32	31	96.88	3.12	45.16
Socioeconomically Disadvantaged	212	207	97.64	2.36	37.68
English Learners	109	104	95.41	4.59	38.46
Students with Disabilities	41	41	100.00	0.00	17.07
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	23	23	100.00	0.00	26.09

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	259	99.62	0.38	28.57
Male	124	123	99.19	0.81	35.77
Female	136	136	100.00	0.00	22.06
Black or African American	20	20	100.00	0.00	30.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	110	99.10	0.90	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	81	100.00	0.00	24.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	32	32	100.00	0.00	46.88
Socioeconomically Disadvantaged	212	211	99.53	0.47	27.96
English Learners	109	108	99.08	0.92	20.37
Students with Disabilities	41	41	100.00	0.00	14.63
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	23	23	100.00	0.00	26.09

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	21.6	10.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents have the opportunity to participate in the school community in many ways. One of the most important is as a member of the School Site Council (SSC). The SSC meets three times per year and is responsible for writing and monitoring the School Plan for Student Achievement (SPSA). Another extremely important group is our Williamson Parent Teacher Association (PTA). Families are encouraged to participate in and help with Family Nights, special activities, and fundraisers. The English Language Advisory Committee (ELAC) meets several times per year to discuss and make plans to meet the needs of English Learners (EL). Parents may volunteer in the classroom, the library, or in the office on a one-time or a regular basis and are also welcome on field trips once they have district clearance which includes a clear Tuberculosis (TB) test and fingerprinting. Parents are welcomed to provide feedback regarding our school's program through our annual survey.

For additional information about organized opportunities for parent involvement at Williamson Elementary School, please contact Corina Pimentel, Parent Coordinator, at 916-294-9185.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.4	6.4	1.8	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school was beautifully renovated in 2008. Restrooms and eating facilities are cleaned daily. Classrooms are deep cleaned every two days. Any safety hazard that is reported is reviewed immediately and resolved. Emergency plans are reviewed each fall and spring. The last date of review of Williamson's Emergency Plan was in October 2019. Emergency plans have been developed in case a threatening situation should arise and emergency drills are practiced every two months. Safety drills are conducted monthly. The Emergency Plan is designed to give staff members and students guidance during emergency situations. Through newsletters and special notices throughout the year, parents are reminded to update emergency information. Visitors and staff members are required to wear identification badges. There were ten (10) student accidents reported at our school in the 2018-19 school year.

Date of Last Review/Update: September 3, 2019

Date Last Reviewed with Staff: September 3, 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		5		22	2	2		25		4	
1	23		4		24		4		20	2	2	
2	23		4		23		4		24		4	
3	21		4		23		4		21	2	2	
4	30		3		33		1	2	29		3	
5	27	1		2	33		1	2	31		3	2
Other**	29		1		36			1				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,464.01	\$772.12	\$5,691.89	\$81,488.20
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-27.9	8.6
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-22.4	2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Williamson Elementary receives state and federal funding from the following categorical funds and other support programs: Title I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), After School Education and Safety (ASES) funds, and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District and school sponsored in-services, conferences, and trainings are provided through Professional Development (PD), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with Beginning Teacher Support and Assessment (BTSA) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Williamson Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The professional development provided for the staff includes: release time for key standard planning in Benchmark English Learner Arts (ELA). We have two release days planned for the 20178/2018 school year and will be applying for two more release days so teachers can continue digging into our new ELA adoption and identifying resources that support the essential standards. Each grade level team is currently in the process of identifying essential ELA standards and then creating assessments to support student learning of the essential standards. Though this process, the teachers also are developing a plan of remediation when the essential standards are not met by the students. The teachers will also be finishing a book study of the book, "Simplifying the Response to Intervention (RTI)" by Mike Mattos. Williamson has implemented a Multi Tiered System of Support (MTSS) to address instruction and student learning.