Morning Creek 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	Morning Creek Elementary School
Street	10925 Morning Creek Dr., S.
City, State, Zip	San Diego, CA 92128-4047
Phone Number	858-748-4334
Principal	Rhonda Taylor
Email Address	rtaylor@powayusd.com
Website	http://www.powayusd.com/mces
County-District-School (CDS) Code	37682966109318

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	mkimphelps@powayusd.com
Website	www.powayusd.com

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

Morning Creek was built in 1990 and was renovated during the summer of 2010. As you enter the Morning Creek campus you are greeted by bright colors that represent the pillars of good character. These pillars are part of the Character Counts program which supports a positive school culture. Morning Creek enrollment has declined over the years and currently hosts 748 students, which is down from 780 students the previous year. Morning Creek has a beautifully diverse population with 19.1% of students enrolled being English learners that speak over 31 different languages.

Morning Creek Mission:

At Morning Creek Elementary School, we share a collective responsibility to create the conditions that provide our students with the skills necessary to prepare them for college, career, and success in a global society.
Our mission serves to focus our day-to-day work with students and colleagues. Morning Creek Elementary is a proud member of the No Excuses University network of schools. As a member of the NEU network, we focus our work around the six exceptional systems; Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, and Interventions. Using these systems, we analyze and design student pathways based on need. We are focused on college and career readiness for all students to ensure our students are prepared with a strong educational foundation for their future. Each classroom at Morning Creek has adopted a college and during our bi-monthly Friday Flag assemblies,each class proudly represents their college by wearing their t-shirts and calling out their college cheers. This symbolic college-readiness focus is followed by rigorous and engaging classroom learning. Student goal setting is a core value at Morning Creek.

Each day, we recite a positive affirmation through our morning announcements known as the Morning Creek Pledge:

Today is a new day.

I will improve myself.

There are no limits to my personal success.

I will. I can. I must.

No Excuses!

It is the collective goal of each staff member to instill positive self-esteem and perseverance within each child. We also have students in grades 3rd-5th set personal academic goals for their learning. Students review their progress with their teacher and set academic goals in English language arts and math. Finally, they develop a plan to achieve the goal. Each trimester, Goals Assemblies are held to celebrate students' achievement. Goal setting helps students take responsibility for their learning and helps them see the relationship between effort and achievement. Also, Morning Creek promotes positive character traits through the Character Counts program. The character pillars; respect, responsibility, trustworthiness, caring, fairness, and citizenship are also celebrated at our awards assemblies.

Morning Creek is a wonderful place for children. Staff, parents and students work together to create a warm, welcoming atmosphere. Our PTA provides numerous family activities during the year including movie nights, science nights, Inventor's Fair,and our family favorite, Multicultural Night. Our Morning Creek Foundation also hosts events such as Read-a-thon, Apex Fun Run and our annual Auction Night fundraiser. These two parent groups work collaboratively to support students and staff. Our Foundation continues to support increasing technology and intervention teachers who serve students in the areas of math and English language arts. All classrooms are equipped with document camera's, Promethean board for all classrooms 1st-5th grade, a class set of Chromebooks for each class in grades 2nd-5th, and a cart of Chromebooks per grade level for kindergarten and first grade students.

Teamwork is a way of life at Morning Creek Elementary. The staff works together and with parents to maintain a focus on what is best for children. We strive to promote teamwork and collaboration within our students through classroom activities and programs such as our Running Club.

Morning Creek believes in our children and maintains high expectations for their learning. We will. We can. We must...ensure they succeed.

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

Grade Level	Number of Students
Kindergarten	128
Grade 1	126
Grade 2	110
Grade 3	122
Grade 4	131
Grade 5	129
Total Enrollment	746

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.1
Asian	24.3
Filipino	6.8
Hispanic or Latino	16.5
White	34.9
Two or More Races	13.3
Socioeconomically Disadvantaged	18
English Learners	19.4
Students with Disabilities	13
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	34	30	1,562
Without Full Credential	0	0	1	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 11/12/2019

The Poway Unified School District adopted a new English language arts curriculum in 2017. The curriculum, Benchmark Advanced, contains components for EL learners. This Curriculum is used by grades K-5 to instruct students in English language arts. Math Expressions is the adopted math program and has been in use for many years.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

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: 05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Needs seal coat and striping
Overall Rating	Good	

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)	75	71	74	76	50	50
Mathematics (grades 3-8 and 11)	74	73	67	70	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	376	373	99.20	0.80	71.05
Male	195	194	99.49	0.51	64.95
Female	181	179	98.90	1.10	77.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	88	87	98.86	1.14	77.01
Filipino	19	19	100.00	0.00	68.42
Hispanic or Latino	63	61	96.83	3.17	60.66
Native Hawaiian or Pacific Islander					
White	135	135	100.00	0.00	73.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	59	59	100.00	0.00	69.49
Socioeconomically Disadvantaged	81	80	98.77	1.23	52.50
English Learners	90	87	96.67	3.33	58.62
Students with Disabilities	52	51	98.08	1.92	19.61
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	376	372	98.94	1.06	73.39
Male	195	193	98.97	1.03	72.54
Female	181	179	98.90	1.10	74.30
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	88	87	98.86	1.14	81.61
Filipino	19	19	100.00	0.00	68.42
Hispanic or Latino	63	61	96.83	3.17	59.02
Native Hawaiian or Pacific Islander					
White	135	135	100.00	0.00	76.30
Two or More Races	59	58	98.31	1.69	74.14
Socioeconomically Disadvantaged	81	80	98.77	1.23	51.25
English Learners	90	87	96.67	3.33	66.67
Students with Disabilities	52	51	98.08	1.92	27.45
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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	8.1	21.8	58.9

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)

Morning Creek recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents are consulted about school programs through their service on committees such as our School Site Council, Safety Committee, and ELAC. Parent volunteers work in a variety of capacities such as: Volunteer Workroom attendants, in-class support throughout the day, art docents, science support, Book Fairs, Running Club, Apex Fun Run, Multicultural Night, Inventor's Fair, Robotics Club, Musical Theater, Safety Patrol, parking lot help, Super Colts,Colt Chorus and general classroom support. Morning Creek typically logs over 8,000 volunteer hours each year. Parents are also very active in our PTA and with our Morning Creek Foundation. We have a strong core of parents that are frequently present on our campus. Teachers use My Connect and Google Classroom, Shutterfly, and Remind to increase communication and involvement of parents through electronic communication. All teachers communicate via email on a regular basis and use social media sites to ensure a strong connection between home and school. The site administrator records a weekly call out to inform our families of upcoming events. The principal hosts three Principal's Coffees a year which focus on topics such as; achievement, bullying, the No Excuses Network,and food allergies.

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	2.4	3.2	0.7	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Morning Creek places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, lockdown, disaster and bus evacuation are held. Maintenance staff works with a scheduled preventive program to offset costly repairs. The School Safety Plan and drills are discussed with parents annually at Principal Coffees,

School Site Council meetings, and Safety Committee meetings. The school has implemented a Safety Committee. Members from this committee attend the district safety meetings and bring this information back to the school sites. Last year this committee also served as advisors on our Guidepost safety evaluation. The leadership and staff have been trained in the Options Based Response and walked our campus to look for places where more security may be needed. Extended Student Services is available to students for before and after school childcare.The Extended Services staff is trained in security measures with our regular school staff. Our staff also receives training from the district office through Tabletop Exercises, and the parents receive safety information through visiting speakers and trainers who visit our campus. Our safety plan is kept in the front office and reviewed each year by various committees. The latest review took place on November 6th, 2019.

A computer-based visitor program ensures all guests on campus are identified. Gates are secured during school hours and all staff wear identification badges.

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	22	1	6		23	1	6		22	1	5	
1	26		5		24		5		24		5	
2	26		5		24		5		21	1	4	
3	26		5		23	1	5		21	1	5	
4	28	1	2	1	33			3	31		4	
5	28	1	3	1	28	1	2	2	44	1	4	1
Other**												

*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*	1865.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.5
Other	2.3

*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	6,519.50	1,129.71	5,389.80	80,203.40
District	N/A	N/A	7,536.45	$79,082.00
Percent Difference - School Site and District	N/A	N/A	-33.2	1.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-32.8	-2.7

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)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,046	$48,612
Mid-Range Teacher Salary	$74,420	$74,676
Highest Teacher Salary	$101,917	$99,791
Average Principal Salary (Elementary)	$131,931	$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	$143,470	$131,167
Average Principal Salary (High)	$151,598	$144,822
Superintendent Salary	$287,500	$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	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	4	4	4

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers.

At Morning Creek, our professional learning focus is centered around our "Theory of Action," If we communicate a clear purpose for learning to students, then students will be able to apply their understanding to relevant tasks which have real world applications." Morning Creek teachers are participating in "learning walks with the Theory of action in mind. Morning creek teachers are also in deep discussions around the work of Karin Hess Ed.D.as it pertains to DOK levels and corresponding tasks.   We continue to implement and study Benchmark" in grades K-5. In addition, we are working with CORE assessments and revising our intervention programs to better meet the needs of our learners. Grades 3-5 continue to focus on strategies to improve mathematical performance. We will continue to analyze or teaching practices by implementing Lesson Studies that focus on science. This work will focus on the rigor of tasks presented to students, as well as the Depth of Knowledge of the questions, and student engagement with the lesson presented. Morning Creek continues to utilize a "push in" model of intervention for some of our students. We continue to study and enhance and hone our RTI model and S3 process,as we provide a strong technology training and support program for our teachers. This year we are also partnering with other school sites such as Shoal Creek to provide "Learning Walks" for our teaching staff. We meet as a PLC monthly in addition to monthly staff meetings. The principal works with the district office to provide informational training that may take place during ur PLC time, or during our X-ploration time.