

Highgrove 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	Highgrove Elementary School
Street	690 Center St.
City, State, Zip	Riverside, CA 92507-1499
Phone Number	(951) 788-7296 X 42250
Principal	Carolina Michel
Email Address	cmichel@rusd.k12.ca.us
Website	http://highgrove.riversideunified.org/
County-District-School (CDS) Code	33-67215-6032627

Entity	Contact Information
District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

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

Highgrove School is located in the county of Riverside and is in the north east corner of Riverside Unified School District. Our student population is diverse and we strive to meet the needs of all learners. Highgrove Elementary School serves a population of about 800 students including a Head Start preschool program, Special Day Preschool program, grades transitional kindergarten through sixth, and three Mild/Moderate Special Day Classes (Transitional Kindergarten, grades 3/4 and 5/6) special education classrooms. Our teaching staff includes 34 certificated classroom teachers, one reading intervention teacher, two Resource Specialists, two Speech and Language Pathologists, one Extended-Day teacher, one School Psychologist two days a week, one full-time School Assistance Program counselor, and 11 Special Education Instructional Assistants. Supporting our teaching staff is a Principal, Assistant Principal, campus supervisor, office support, custodian, library media assistant, and nutrition services staff.

Our teachers are able to meet the needs of all students, including students whose first language is not English, GATE and advanced learners, as well as those students who require additional support and/or interventions. At Highgrove every student, teacher, and staff member is focused on and supports our core mission of delivering the highest level of instruction and ensuring that every Highgrove student is prepared to go to college.

Our mission and commitment is the academic success of all students with no limits.

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

Grade Level	Number of Students
Kindergarten	121
Grade 1	104
Grade 2	106
Grade 3	111
Grade 4	98
Grade 5	103
Grade 6	118
Total Enrollment	761

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	0.9
Hispanic or Latino	84.8
White	5.3
Two or More Races	1.3
Socioeconomically Disadvantaged	94.7
English Learners	28.5
Students with Disabilities	11.3
Foster Youth	0.9
Homeless	7.5

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	38	41	37	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

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: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, 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 6-year cycle developed by the California 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 at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1888

Last Modernized: 2011

Currently under modernization to add 12 new permanent rooms and to update 16 permanent rooms.

Lot Size: 10.3 Acres

16 Permanent Classrooms

26 Portable Classrooms

Completely Air Conditioned

Library/Multi-Purpose Room

Indoor and Outdoor Cafeteria

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Highgrove has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 535

Labor Hours = 1755.85

Assessed Value of Work = \$79762.4100

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: 12/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	HGB-10 (Administration): 4: marker board trim broke 7: security wire needs to be secure HGB-3 (Multi Purpose Room): 4: 2 damaged tiles 7: 4 tubes out HGB-7 (Utility): 4: Ceiling needs patch and paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	HGA-5 (Restroom): 7: LAMP DIM HGB-10 (Administration): 4: marker board trim broke 7: security wire needs to be secure HGB-3 (Multi Purpose Room): 4: 2 damaged tiles 7: 4 tubes out HGB-5 (Kitchen): 7: missing 90 degree wire mold piece 700
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	HGP-48-48C (Restroom): 8: (D) Electric hand dryers are damaged or broken
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	38	41	49	51	50	50
Mathematics (grades 3-8 and 11)	30	34	35	36	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	439	428	97.49	2.51	40.65
Male	233	228	97.85	2.15	35.96
Female	206	200	97.09	2.91	46.00
Black or African American	22	22	100.00	0.00	40.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	368	362	98.37	1.63	39.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	22	95.65	4.35	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	413	406	98.31	1.69	39.66
English Learners	182	174	95.60	4.40	31.03
Students with Disabilities	67	67	100.00	0.00	11.94
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	34.38

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	440	436	99.09	0.91	33.72
Male	234	232	99.15	0.85	34.48
Female	206	204	99.03	0.97	32.84
Black or African American	22	22	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	368	366	99.46	0.54	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	23	95.83	4.17	39.13
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	414	410	99.03	0.97	33.66
English Learners	183	182	99.45	0.55	26.92
Students with Disabilities	67	67	100.00	0.00	7.46
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	39.39

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	18.7	17.8	15.9

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)

As a member of the NEU, No Excuses University, we provide parents with an opportunity to learn about academic readiness and college readiness. We have parent education, which includes workshops on the importance of school attendance, grade level standards, and college readiness. Opportunities to participate in school activities such as School Site Council and English Learner Advisory Committee meetings are provided monthly. Parents are also invited to volunteer in any way they are able to. Parent workshops and outreach are designed to facilitate involvement and foster a connection to ensure their child's academic success. At the conclusion of the school year, parents are acknowledged and celebrated for their contribution to our school community.

Parents are encouraged to attend Back to School Night, parent conferences, Open House, SSC meetings, ELAC meetings, and other school functions such as awards assemblies and PTA family events. All parents are encouraged to take an active role in their child's education with ongoing communication between home and school. We strongly believe that our students' academic success is forged through the partnership between home and school. Parents are highly encouraged to participate in the following parent groups:

1. School Site Council
2. English Language Advisory Committee
3. PTA (Parent Teacher Association)
4. Compensatory Education District Advisory Council
5. District English Language Advisory Committee
6. NEU Parent University Classes
7. HEARTS
8. School Field trips
9. Career Day

The parent involvement contact at the school is our bilingual community liaison, Melina Torres. She can be contacted at 951-788-7296.

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	2.2	3.7	3.2	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council and the Site Safety Committee are responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan was discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockout, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	18	4	3		18	3	4		17	7		
1	26		4		27		4		26		4	
2	23		4		25		4		27		4	
3	22	1	4		22		4		27		4	
4	25	1	2	1	22	1	4		25	1	3	
5	34			4	31		3		32		2	1
6	27	1	2	1	29	1	2	2	25	1	4	
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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	7774.47	1878.31	5896.16	88403.75
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-12.0	-11.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.1	1.2

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)

Highgrove Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$137,634 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$201,130.93 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	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	12	15	15

During the 2018-2019 school year, all staff members at Highgrove participated in staff development training. Many staff members participated in activities sponsored by the school, district, or through special projects that were appropriate for their individual needs. The major topics covered during the workshops are listed below:

Our professional development is based on building capacity of our teachers so they can meet the needs of our student population. Most training are based on curriculum or interventions that can enhance instruction and facilitate student achievement. Recent topics are based on the building relationships and improving communication with students. We do a book study every year that is integrated into team meetings and staff meetings.

Strengths Based Training Staff

Eureka Mathematics Training - new adoption

Professional Learning Communities

Use and Analysis of common data assessments

Multi-Sensory Foundational Reading Strategies K-2

Researched-based, High-yield Phonics Training 3rd grade Advanced Phonics Training

Turnaround Schools- No Excuses University Leadership Training

EdTech, Google, and Digital Tools to enhance student engagement

ST Math training K-6th grade

Leadership Training and Collaboration

Early Numeracy training TK-2nd grade and RSP

Innovate Ed support with Instructional Rounds

Bridge builders by Tina Shueler

Our primary area of focus is preparing every Highgrove student for college. We use data to determine our staff development needs. We often have opportunities for teacher to teacher training and have support from Instructional Specialists who meet with grade level teams and present at staff meetings to build capacity with the common core state standards and to improve instruction. Professional Learning Communities, instructional rounds and team coaching support the implementation of new strategies and teaching outcomes.