

Mojave 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	Mojave Elementary School
Street	15800 'O' Street
City, State, Zip	Mojave, CA 93501
Phone Number	(661) 824-2456
Principal	Nauman Zaidi
Email Address	naumanzaidi@mojave.k12.ca.us
Website	http://www.mojave.k12.ca.us/schools/mes.html
County-District-School (CDS) Code	15-63677-6009799

Entity	Contact Information
District Name	Mojave Unified School District
Phone Number	(661) 824-4001
Superintendent	Aaron Haughton
Email Address	aaronhaughton@mojave.k12.ca.us
Website	www.mojave.k12.ca.us

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

Our Mojave Elementary School Vision:

Through collaboration, professional development, and a solutions-based mindset, the Mojave Elementary School staff will meet the diverse needs of each and every child—academically and behaviorally.

Our Mojave Elementary School Mission Statements:

- “What is best for kids” will always be our first and foremost consideration.
- A safe and welcoming learning environment will be maintained.
- Lessons will be aligned with the Common Core State Standards, using 21st century technology.
- Using Professional Learning Communities, Response to Intervention strategies, and Student Success Teams, student achievement gaps will be bridged.
- High-quality academic services that meet the ELD standards will be provided for English Learners.
- Student attendance, grades, discipline and other data will be closely monitored to establish a preventative approach toward struggling students.
- When a problem arises, we will diligently seek a solution. What is weak will be remedied, and what is strong will be bolstered.
- Accurate achievement and behavior data will be shared frequently with students, staff members, and stakeholders.
- Everyone will have a voice, and input will be sought out frequently.
- Parent involvement will be highly encouraged through School Site Council, the English Language Advisory Committee, family events, Parent-Portal participation, and volunteering opportunities.
- Positive Behavior Intervention and Support (PBIS) will be implemented to meet the social, emotional and behavioral needs of students in order to decrease suspensions/expulsions, and increase instructional time.

For the past 150 years Mojave has been a place of extremes. Traveling two hours in any direction from the town can get you to the Pacific Ocean, towering snow-packed mountains, or the fertile soil of the central valley. For that reason, Mojave has always been an important place in moving things through and getting things done. This was certainly true throughout its history, when it was a depot for the railroads, a stopping point for the 20-mule teams, and a construction headquarters for the Los Angeles Aqueduct. Whether it was gold prospectors, clean-energy proponents, or aerospace pioneers, Mojave has continued to be a magnet for innovators and people with a vision for the future.

Throughout it all, education has always been a need in our small town. In 1884 a school opened serving 13 students. Now, in 2020, Mojave Elementary School serves a population of approximately 454 students that come from a town population of 4,238 (according to the most recent census). We are a school wide Title 1 program that serves a diverse population: 35% African American, 48% Hispanic/Latino, 11% White, and 6% from other ethnic groups. 17% of our students are English Learners, and over 90% are Socioeconomically Disadvantaged.

Mojave Elementary School offers an educational experience from transitional kindergarten through the fifth grade level. These pupils are served by fifteen regular classroom teachers, and three Special Education teachers. Mojave Elementary School is also home to the Center for the Advancement of Regionalized Exceptional Students (C.A.R.E.S.), which serves over 50 students and utilizes five full time teachers. The school complex has 30 classrooms, an auditorium, a cafeteria, a library, 1 computer lab and four "mobile labs" consisting of laptops and tablets which are fully utilized. Four out of five of the C.A.R.E.S. classrooms are housed in a county wing of classrooms with accessible restrooms and facilities; the 5th classroom is integrated into the kindergarten wing and serves pre-k and kindergarten students.

Before Kindergarten, many of our students attend the First Five/Play-and-Learn pre-school and the county operated Head Start pre-school program adjacent to our campus. Upon successful completion of the fifth grade, students are promoted to the sixth grade at Mojave Junior/Senior High School . It is our expectation that the educational foundation and social experiences attained at Mojave Elementary School will assist the students in becoming successful and productive citizens.

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	54
Grade 2	71
Grade 3	68
Grade 4	66
Grade 5	65
Total Enrollment	406

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	36
American Indian or Alaska Native	0.7
Asian	0.2
Filipino	0.2
Hispanic or Latino	48.3
Native Hawaiian or Pacific Islander	0.2
White	9.9
Two or More Races	4.2
Socioeconomically Disadvantaged	91.4
English Learners	17.2
Students with Disabilities	20.2
Foster Youth	2
Homeless	3

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	21	21	19	119
Without Full Credential	0	0	3	18
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	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Every student is provided with sufficient and standards-aligned textbooks or other instructional materials for English Language Arts. The adopted textbooks for this subject are listed below:</p> <p>Reading/Language Arts – Houghton Mifflin Journeys (Houghton Mifflin, 2017) K-5. Adopted in 2017.</p> <p>Each English Learner is provided with sufficient and standards-aligned textbooks or other instructional materials for English Language Development. The adopted textbooks for this subject are listed below:</p> <p>English Language Development – Embedded instruction and additional resources provided through Houghton Mifflin Journeys</p>	Yes	0%

	(Houghton Mifflin, 2017) K-5. Adopted in 2017.		
Mathematics	Every student is provided with sufficient and standards-aligned textbooks or other instructional materials for Math. The adopted textbooks for this subject are listed below: Eureka Math (Great Minds, 2018) K-5. Adopted in June, 2019.	Yes	0%
Science	Every student is provided with sufficient and standards-aligned textbooks or other instructional materials for Science. The adopted textbooks for this subject are listed below: Science - Harcourt Science (Harcourt Brace, 2008) K-5. Adopted in May 2007	Yes	0%
History-Social Science	Every student is provided with sufficient and standards-aligned textbooks or other instructional materials for History-Social Science. The adopted textbooks for this subject are listed below: History-Social Science - Harcourt Reflections: California Series (Harcourt Brace, 2007) K-5. Adopted in May 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

General: The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a web based work order reporting system. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: School facilities built in 1938, sit on approximately 5.6 acres, and include 18 permanent classrooms, 6 portable classrooms, an auditorium, cafeteria, library, and computer lab. All facilities provide adequate space for students and staff.

Maintenance and Repair: District maintenance staff works to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The director of facilities and operations has been given a maintenance priority list based on the results of the Williams Visitation and staff input.

Cleaning Process and Schedule: The district has adopted cleaning standards for all schools in the district. The principal and director of facilities and operations are to work daily to develop cleaning schedules to ensure a clean and safe school. There are 2 custodians assigned to Mojave Elementary School on an after-hours sweep team, and 1 on duty during the school day.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. This includes roofing, plumbing, heating, air conditioning, electrical systems, and painting.

Modernization Projects: Mojave Unified local bond was passed November 2008 and modernization took place over the 2009-2010 school year. The modernization project included ADA compliancy issues such as improved restrooms. There are three playgrounds with updated equipment.

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: 08/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	8. Storage in Restroom--RM 53; resolved
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
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)	20	18	24	26	50	50
Mathematics (grades 3-8 and 11)	10	14	12	14	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	190	184	96.84	3.16	18.48
Male	105	102	97.14	2.86	16.67
Female	85	82	96.47	3.53	20.73
Black or African American	61	58	95.08	4.92	6.90
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	101	99	98.02	1.98	23.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	14	93.33	6.67	35.71
Two or More Races	12	12	100.00	0.00	16.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	177	171	96.61	3.39	18.71
English Learners	46	45	97.83	2.17	22.22
Students with Disabilities	43	42	97.67	2.33	7.14
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	190	185	97.37	2.63	14.05
Male	105	102	97.14	2.86	12.75
Female	85	83	97.65	2.35	15.66
Black or African American	61	59	96.72	3.28	8.47
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	101	99	98.02	1.98	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	14	93.33	6.67	14.29
Two or More Races	12	12	100.00	0.00	8.33
Socioeconomically Disadvantaged	177	172	97.18	2.82	13.95
English Learners	46	45	97.83	2.17	17.78
Students with Disabilities	43	42	97.67	2.33	7.14
Students Receiving Migrant Education Services					
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	10.8	15.4	9.2

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)

The staff at Mojave Elementary School believes that the first and most important teachers of our students are their parents.

Mojave Elementary has an active group of parent volunteers that help out in many different ways throughout the school day and during after school activities. Parents are encouraged to join our teachers and staff in providing the best opportunities for our students. We at MES recognize how essential our parent volunteers are to the success of our school.

Mojave Elementary, has a very active ELAC (English Learner Advisory Committee). The committee meets at least quarterly to discuss English Learner issues and activities. The meetings are conducted in Spanish. There is a School Site Council made up of parents, teachers, and administration, which meets quarterly as well. Mojave Elementary also has an active Parent Teacher Organization, which meets at least once per month.

Mojave Elementary sponsors frequent family nights. These nights have previously included a Family Reading Night, Family Game Night, Mc Teacher's Night, Family Sports Night, International Night, and Carnival.

For more information about any of these opportunities contact the Principal Nauman Zaidi at (661) 824-2456.

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	11.8	9.9	3.3	12.5	8.1	5.8	3.6	3.5	3.5
Expulsions	0.3	0.0	0.0	0.7	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Mojave Elementary continually works to create the safest environment for the students. There is a Comprehensive Safe School Plan that is district wide. Components of the Comprehensive Safe School Plan include: 1) Child abuse reporting procedures, 2) Teacher notification of dangerous pupil procedures, 3) Disaster response procedures, 4) Procedures for safe ingress and egress from school, 5) Sexual harassment policy, and 6) Dress code policy. Each site has an evacuation procedure and emergency procedure that is discussed in August and practiced through the school year.

Mojave Elementary School reviews the plan annually and updates it as needed. The Site Council and staff input are used to revise and finalize the School Safety Plan. An updated copy of the plan is available to the public at the school office. The most recent safety plan will be approved in February of 2020.

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	20	1	3		23	1	2		16	2	3	
1	22	7	14		24		21		27		8	
2	30		14		17	9	14		27		7	1
3	26		21		28		21		26		11	1
4	23	3	10		30	1	12		28		8	
5	24	2	10		19	7	12		23	2	8	
6	29		12									
Other**	9	15							11	5		

*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)	

*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	\$8,742.97	\$3,628.97	\$5,113.99	\$78,678.30
District	N/A	N/A	\$5,554.17	\$74,367.00
Percent Difference - School Site and District	N/A	N/A	-8.3	5.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-37.9	7.6

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)

Funds are used to fund services for MES students in the following way (as guided by our district-level LCAP and our site-level SPSA).

Title I services, paid out of Title I funds:

Services are available to the entire student body as we are a School Wide Project school. Instructional Activities Paraprofessionals, funded partly by Title I, provide small group and one-on-one assistance for those students who are Basic and below or who are not mastering grade level standards. Title I funds are also used to purchase instructional materials, books, texts, and workbooks.

Teacher Quality Title 2 part A:

Used to improve teacher quality through professional development and associated services.

Lottery Funds:

Used for instructional materials

Special Education:

MES currently has seven special education teachers. Two teachers provide a Special Day and Resource services, while the other five operate the C.A.R.E.S. program, which serves a Severe and Medically Fragile population. These teachers are funded in part by special education funds. Mainstreaming all special education students throughout of the day is the goal of Mojave Elementary School.

LCFF/LCAP funding

All funding is attached to the following goals:

Goal # 1: Increase the number of students working at grade level in all core content areas, and who are on track to graduate college/career ready.

Goal # 2: Increase the level of student engagement and the level of school connectedness among pupils, staff, and families.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,499	\$46,208
Mid-Range Teacher Salary	\$71,383	\$72,218
Highest Teacher Salary	\$98,516	\$92,742
Average Principal Salary (Elementary)	\$111,295	\$134,864
Average Principal Salary (Middle)	\$97,704	\$118,220
Average Principal Salary (High)	\$124,099	\$127,356
Superintendent Salary	\$191,003	\$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	6%

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	41	41	41

Professional development needs are determined by thorough analysis of student achievement data and needs assessments conducted throughout the year. Staff development also takes place throughout the school year during the early release days which occur every Wednesday of each week. These early release days have been scheduled to allow teachers an opportunity to collaborate, plan for instruction and standards integration, analyze data, and continue with on-going staff development as a professional learning community (PLC). Staff development needs are often a result of the continual formal and informal classroom observations conducted by the principal.

Teachers are also provided opportunities to attend workshops, training, and conferences during the summer and school year outside the school setting. Recent PD has included training in Implementing the ELD standards, Positive Behavior Intervention and Support (PBIS), SMART Board Technology in the classroom, grading and attendance software, and student engagement. Several teachers over the past three years have also participated in professional development related to Marzano's High Reliability Schools model. Based on local formative assessments and benchmark testing, professional development must facilitate the academic achievement of all students in English Language Arts, Mathematics, Social Studies, and Science.

During the 2016-17 School year MES utilized math coaches hired through Math Solutions. Additional training was provided for all teachers on how to use the new assessments software "School City."

At the beginning of the 2017-18 school year all teachers attended a Renaissance Place training to help facilitate full implementation and fidelity to that program.

At the beginning of the 2018-19 school year we had a PBIS refresher with Heather Robbins. On September 22, 2018 we had a PD on "How the African-American Experience Affects the Classroom and Strategies for Success" by Dr. Frierson of the Aha Process. On October 5th, 2019 there was a PD on Universal Design for Learning by Dr. Erin Dolin. And on January 7th, we had a PD on Trauma Informed Practices by Jennifer Johnston.

During the 2019-20 school year we have had two professional development days on implementing the Time to Teach program for improving classroom management and for increasing the student engagement level along with the level of school connectedness.