

# West Park Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	West Park Elementary School
<b>Street</b>	2695 South Valentine Ave.
<b>City, State, Zip</b>	Fresno, CA 93706
<b>Phone Number</b>	(559) 233-6501
<b>Principal</b>	Ralph Vigil
<b>E-mail Address</b>	ralph_v@wpesd.org
<b>Web Site</b>	www.westpark.k12.ca.us
<b>CDS Code</b>	10 62539 6007413

District Contact Information	
<b>District Name</b>	West Park Elementary School District
<b>Phone Number</b>	(559) 233 - 6501
<b>Superintendent</b>	Ralph Vigil
<b>E-mail Address</b>	ralph_v@wpesd.org
<b>Web Site</b>	www.westpark.k12.ca.us

## School Description and Mission Statement (Most Recent Year)

### Administrative Message

West Park Elementary School is a K-8 school located in a rural setting seven miles southwest of Fresno. 100% of students are transported. The district, in cooperation with a neighboring school district, provides and manages two State Funded preschool programs. West Park Elementary School has been in existence since 1885.

### The Vision for West Park Elementary School

Every student will reach their academic potential by exceeding previous achievements.

### West Park Elementary School District

### Mission Statement

West Park Elementary School District promotes continuous student achievement through:

1. Standard based curriculum
2. Parent & community partnership
3. Safe & nurturing environment

So all students will realize their full potential to become lifelong learners that are responsible/productive citizens.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	35
Grade 1	36
Grade 2	45
Grade 3	35
Grade 4	39
Grade 5	39
Grade 6	46
Grade 7	33
Grade 8	29
<b>Total Enrollment</b>	<b>337</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	7.7
Filipino	0.0
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.0
White	4.2
Two or More Races	0.0
Socioeconomically Disadvantaged	92.9
English Learners	42.4
Students with Disabilities	6.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15	15	18	30
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 03/9/2014

West Park Elementary Schools follows State curriculum frameworks, district content and performance standards to support student achievement. The learning Director met with teaching staff to review textbooks for selection. State adopted texts and instructional materials are reviewed and purchased for all grade levels. West Park Elementary students, including English Learners, each have State adopted texts in core curriculum. Curriculum is supplemented with multi-media tools (computer software, internet research, videos, CD's, etc.). Read Naturally, Lexia, and

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (Lang. Arts K-6) Excursions- Adopted in 2008 McDougal Littell Language of Literature 7/8 - Adopted in 2005	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Pearson Math_CA-Ed k-6 - Adopted in 2014 (Common Core) McDougal Littell-Concepts and Skills 7-Algebra-8th - Adopted in 2004	Yes	0%
<b>Science</b>	Harcourt Science-CA Ed.1-6 - Adopted in 2005 Glencoe Science Voyages-CA Ed. 7/8 - Adopted in 2005	Yes	0%
<b>History-Social Science</b>	Scott Foresman K-5 - Adopted in 2005 Glencoe 6-8 - Adopted in 2005	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes great effort to ensure that all schools are clean, safe, and functional. 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:

West Park District campus includes: 26 classrooms, preschool building, administrative offices, teacher workroom, cafeteria, library and computer center. The main campus was built between 1953-1958. Six of the classrooms were added in 1962. Four portables were added in 2000. The south end of the campus houses a workshop (barn). A computer center and Charter office/ learning center was added in 2004. Cameras have been installed to monitor public transition areas such as parking lots, campus entrances and areas of high traffic. A facility plan is located in the district office to upgrade the maintenance building and to build a new library. A modernization application was submitted to the state in 2012; state funds have been frozen or exhausted for the purpose of modernization.

The school has 86 computers that are used for instruction related purposes with 45 in the classrooms, All classrooms have internet access either direct connection or through WIFI connection. West Park Charter Academy Computer Center is located on the district campus. Apple iPads have replaced the computer lab desk tops and are in a mobile unit for portability to the classrooms. There are two portable iPad labs available for classroom checkout.

Every classroom is equipped with an interactive Promethean white board and document camera station and has internet access. The bandwidth was 2MB and was increased to 100MB in March of 2014.

#### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process (requisition) is used to ensure efficient service and that emergency repairs are given the highest priority. A "tech desk" request form for facility and maintenance service is available to all staff with a computer. It is also the district's role to assure that Williams Act items regarding facility safety is audited quarterly. A grant was received to upgrade kitchen equipment - (2 basin sink, a three basin sink, a new dishwasher and a new stove hood). The funds will be supplemented from general funds. Prop 39 application for facility energy efficiency has been submitted and West Park has selected to work with Terra Verde, Inc. an energy efficiency company.

#### Cleaning Process and Schedule:

There is one MOT (Maintenance and Operation) Lead who manages schedules and three custodial staff members. Two of the custodial personnel work the day shift. Their duties include: opening, repair and maintenance, grounds keeping, cleaning offices, and supervision during lunch hours as needed. Two custodians work the late shift, cleaning all classrooms. The custodial staff also serves as a response team during emergency "lock downs" and evacuation procedures.

AHERA - Asbestos Hazard Emergency Response Act: West Park Elementary was reviewed for asbestos and found to be out of compliance for not having an Asbestos management plan in place. The correction was made June 2013. Training and protocol has been established to respond to asbestos conditions. Annual update and training occurred in April 2014.

2013 - 14 Deferred Maintenance:

West Park continues to use Deferred Maintenance funds to keep the school site facility in good repair. Routine replacements of HVAC filters, sewer filters, light replacements, painting, floor repair and door repairs are typical in their routine procedures. Major replacements such as refrigerator compressors, electrical panel upgrades, black top resurfacing are generally out sourced.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Touch up paint and pressure wash occur on a regular schedule.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Rodent strategies (gophers and squirrels) are addressed seasonally.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Undersized in older area of the school. Addressed in modernization plan.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Adding a fountain into the cafeteria for water provision is being reviewed. Many of the fountains that are dated are being addressed in the modernization plan.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Continuous review of storage for cleaners and application is a critical part of maintenance training. This aspect is addressed quarterly.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Address a flooding of the pre-school classroom in June. repairs were completed in July 2012-2013. A fire in a closure where a kiln is kept for projects. This is a non-student area. No structural damage occurred.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Gopher holes generally present issues both over and underground. (Issue is on-going; MOT manager and Superintendent will be researching regions that have effectively dealt with this issue in June of 2012. Flooding strategies has help reduce gopher conditions; still presents a problem). Wood chips are replaced regularly.

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		[ ]	[X]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	41	25	27	16	15	18	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	18
All Student at the School	27
Male	24
Female	30
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	26
English Learners	6
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	30	34	31	19	23	19	54	56	55
Mathematics	44	39	33	28	26	24	49	50	50
History-Social Science	16	24	17	9	9	8	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	3	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	51	-13	-20
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	-7	-7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	40	18	-41
English Learners	33	-6	-42
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.3	9.8	12.2
7	15.2	9.1	15.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

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Contract with DATAWORKS company to provide parent information regarding curricular efforts and involvement strategies.

Parent/Guardian volunteer packets and chaperone packets are made available to families for field trip and classroom activities and support.

Parents/Guardians engage in school sponsored events: Breakfast with Santa; Muffins with Moms; Graham Crackers with Grandparents, Donuts with Dads, Winter and Spring Concerts, and the school carnival.

Back to School Events and Open House provides parents opportunities to visit the school and speak with staff.

Migrant consortium (six districts) allows parents to communicate with regional area parents to compare school needs and services.

Formal School Advisory Committees (such as the SSC and DELAC) provide parent opportunities to engage in decision making regarding school site budget and program activities.

Board meetings are held monthly, second Monday of the month with an earmarked public session for district level communications. Scheduled changes are communicated and posted 72 hours in advance. Agenda submissions are gathered 72 hours prior to posting, reviewed and approved for acceptance.

The school welcomes parents to visit the school during operations. The Parent Teacher Council (PTC) recruits continuous support in fund raising events for the classroom.

A school handbook is provided to guide the events of the year and to communicate critical contact s at the school.(Available in Spanish).

A computer phone dialer announces events and communications to parents. Parents have the opportunity to join the Parent Teacher Club, progress report conferences, and attend school related activities. Parents are responsible to monitor their students' learning at home. For more information on how to become involved, please contact office personnel at (559) 233-6501.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	13.2	9.6	6.4	5.2	4.1	3.0	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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West Park students and staff are actively involved in maintaining a safe, clean, and orderly school environment. West Park has a School Safety Plan along with a School Crisis Intervention Plan on file and available to all parents as well as the general public. It was adopted by the Board in March, 2004 and updated annually. The school plans are reviewed and updated on an annual basis.

The safety committee develops both plans with input from parents and community members to ensure a safe and nonviolent environment on the elementary school site. Specific areas of focus coupled with appropriate strategies to address concerns are featured in the school plan. Safety and discipline issues are also addressed in the student handbook. It is also the district's role to assure that Williams Act items regarding facility safety is audited quarterly.

Safety is an agenda item placed on almost all meeting agendas and promotes safety awareness. Safety issues are addressed regularly.



Emergency fire and evacuation drills are done monthly. Visitors are required to sign in and wear a visitor badge, and all gates except one are locked during school hours. Yard monitors are assigned duty before and during school. After school activities are monitored by staff. The school is contracted with SOLUNET for the After School Program that is trained to follow the regular day protocol for emergencies.

Drug and bully prevention information is provided for students in preschool through eighth grade.

All policies are reviewed when necessary and are kept current to address contemporary issues such as Bullying, Cyber bullying, character, and health and wellness issues.

The school psychologist arranges for internship counselors to assist in student support in relation to bullying and healthy decision-making.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	n	n
Met Participation Rate: English-Language Arts	y	y
Met Participation Rate: Mathematics	y	y
Met Percent Proficient: English-Language Arts	n	n
Met Percent Proficient: Mathematics	n	n

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	0	2	0	16	2	0		20	2		
1	16	2	0	0	17	2	0		24	0	2	
2	24	0	2	0	25	1	1		24	0	2	
3	19	2	0	0	13	2			20	2		
4	22	5	5	0	20	2	0	1	19	2		
5	20.5	10	0	0	16	2			19	2		
6	15	10	0	0	33	2		6	24	0	2	

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	21	1			8	2		
Mathematics	19	1	0	0	29		1		6	2		
Science	0	0	0	0								
Social Science	0	0	0	0								

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.63	---
Psychologist	0.50	---
Social Worker	0	---
Nurse	.06	---
Speech/Language/Hearing Specialist	.4	---
Resource Specialist	0	---
Other	3.6	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,467	\$2,848	\$5,619	\$52,042
District	---	---	\$5,155	\$49,352
Percent Difference: School Site and District	---	---	9.0	5.0
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---	1.5	-10.2

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Unrestricted Lottery Funds  
 Title I  
 Migrant Education (FCOE Consortium)  
 School-wide Project  
 ARRA-SFSF  
 Special Education (State & Federal)  
 Drug Free Schools Entitlement  
 Title II Part A Professional Development  
 Title II Part D Enhancing Technology  
 Title III Limited English Proficient  
 ASES--After School Program  
 English Language Acquisition  
 Restricted Lottery Funds--Instructional Materials  
 Economic Impact Aid  
 Home to School Transportation  
 School Based Coordination Program

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,477	\$38,970
<b>Mid-Range Teacher Salary</b>	\$45,591	\$56,096
<b>Highest Teacher Salary</b>	\$67,116	\$71,434
<b>Average Principal Salary (Elementary)</b>	\$0	\$91,570
<b>Average Principal Salary (Middle)</b>	\$0	\$97,460
<b>Average Principal Salary (High)</b>	\$0	\$99,544
<b>Superintendent Salary</b>	\$121,000	\$107,071
<b>Percent of Budget for Teacher Salaries</b>	32	36
<b>Percent of Budget for Administrative Salaries</b>	7	7

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

## Professional Development

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The PI status of the school and its API and AYP scores determine the need of curricular in-service. West Park is in Program Improvement Year 3 and is required to inform parents of options for school choices in the area that are not in Program Improvement status.

The annual calendar for 2013-2014 addresses and is monitored by administration for the following:

Quarterly Curricular Benchmarks.

Teacher Meetings - curricular articulation (Wednesday)

Benchmarks and standardized report cards are used to assess and monitor student progress and teacher performance targets.

Teacher meetings of the month (minimal day schedule), and PLCs are scheduled on Wednesdays with set agendas to focus on instructional practices.

An Faculty Advisory Council has been formed to provide teacher input on program issues.

The staff is encouraged to continue their education and participate in professional development activities (i.e. AB 476, BTSA, Special Education, Charter Issues, Independent Study Workshops and Principals Roundtable). In addition, state and local conferences and use of multimedia resources are advocated.

Title II TQI (Teacher Quality Instruction) Planning:

The professional development at West Park Elementary School is on-going and is targeted to address the instructional needs for students. The areas identified are:

1. Content Development

ELA Writing –

Math

2. Assessment Preparation

Larry Bell (12 Powerful words for testing)

ESGI – support and implementation (Primary)

3. Technology – Resources and its applications

CUE conference is attended by management and teachers

Site Technology Committee allows teachers to give input on technology status.

4. Common Core Training scheduled for the summer and coaching into 14-15 school year.

Common Core -

June/July FCOE Summer Training 2013 and 2014 (ELA/Math)

Lesson Planning Development

Standards Based Assessments

5. Supplemental Resources

Intervention/Enrichment

(ELL/ Resource/ Advanced students)

6. Classroom Management -

BTSA -(beginning teacher Support)

7. Curricular ASSIST for Program Improvement

FCOE provided Common Core support for teachers and administration

Teachers attend three full days of staff development this year. Teachers have opportunity for professional development and staff articulation two to four times a month on minimum days.