Montalvin Manor K-8 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	Montalvin Manor K-8 School
Street	300 Christine Drive
City, State, Zip	San Pablo, CA 94806-1199
Phone Number	(510) 231-1405
Principal	Katherine Acosta
Email Address	kacosta@wccusd.net
Website	www.wccusd.net/montalvin
County-District-School (CDS) Code	07-61796-6004865

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

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

Montalvin Manor K-8 is growing leaders. We provide an exciting and challenging learning environment that supports every member to take ownership of their learning. This is accomplished in a setting in which expectations are high, ideas and experiences are diverse, and curiosity is embraced by all. Everyone belongs in our learning community. We believe that when given the right supports, all can thrive socially, academically, and professionally. Students, families, and staff trust each other and feel safe, cared for, and valued. We create a partnership with families built on communication and a common purpose of ensuring every student urgently meets their goals. We are professionals driven to improve our practice and find different ways to grow and thrive. We embrace mistakes as learning opportunities and face challenges with compassion and courage.

Our hallways come alive with student work that celebrates grit and growth. Classrooms buzz with academic discussions and active learning. Every member is invested in their learning because they have opportunities for voice, choice, and leadership. Our community plays hard and eats well to stay active and healthy. On the playground students and staff play games that teach compassion, teamwork, and sportsmanship. We smile, greet each other, and all do our part to make our campus clean, safe and a friendly place to be. We celebrate successes and build community through traditions, student clubs, study trips, and showcases.

Theory of Action:
If we align Tier I instruction to the demands of the Common Core standards then we will ensure equitable instruction for all students.
If we align adult's shared belief that through our collective action, we can positively influence all student outcomes then we will improve student achievement.
If we aligning Tier I culture and climate using PBIS and restorative practices then we will create a safe, predictable and consistent environment for all students, families, and staff.

School Description:
Montalvin Manor K-8 School is a Title 1 school and has Preschool through 8th grade. The school is located in an unincorporated area of the West Contra Costa Unified School District. Montalvin is a community based school. We have a high percentage of students are English Language Learners, low-income, or foster youth. Montalvin is committed to having our entire student meet or exceed expectations by 3rd graders. Montalvin has a block literacy program that provides a solid literacy program using Teachers College Reading and Writing program and Eureka Math to ensure that all students achieve at high levels. During this time teacher's use culturally responsive teaching strategies that meet the needs of our diverse population to reach our goal for all students. Montalvin strives to push student leadership voice, choice, and leadership and this is done through curriculum choice, student-led conferences, student council, and our PTSA.

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

Grade Level	Number of Students
Kindergarten	86
Grade 1	69
Grade 2	72
Grade 3	70
Grade 4	66
Grade 5	60
Grade 6	52
Grade 7	23
Total Enrollment	498

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	13.5
American Indian or Alaska Native	0.8
Asian	7.2
Filipino	4.6
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.4
White	5.6
Two or More Races	2
Socioeconomically Disadvantaged	87.6
English Learners	45
Students with Disabilities	8.4
Homeless	0.6

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	17	22	23	1241
Without Full Credential	4	2	3	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, ELD 1-4, c2014 - adopted 2014	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6-8, c2015 - adopted 2017	Yes	0%
Science	Scott Foresman Science, grades K-5, c2008 - adopted 2008 Pearson Science, grades 6-8, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2005 - adopted 2005	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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 is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: July 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	Remove any items from the main electric room by the MPR such as the fire rated cabinet and power scrubber. Remove the storage from the front of the electric panels in the MPR back stage electric room.
Electrical: Electrical	Fair	Provide a hardwired exit sign above the double exit doors in the MPR. Check the alarm panel in the main electric room by the MPR.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Place a stick on exit sign in the middle of doors at eye level or above the doors in the middle. Check all second exit doors in all classrooms. Install new stick-on exit signs at both doors of room 201, 202, and kitchen next to room 202. Rehang the fire extinguisher hanger at the back door of the parent kitchen in the new building in the back of the school.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Do not store chairs in front of the chair lift in the MPR. Remove the paper trees from the walls in portable 125.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Paint and stencil white on the red curb "Fire lane no parking" at the curb in the back of the school, by MPR, dropoff and pick up lane, and site-wide everywhere it is painted red. Paint the cattle gate yellow and install reflector tape all around it. Check the double fire rated doors in the hall by room 3, the magnetic device at the door is gone. Install a "This gate must be kept unlocked during school hours" sign at the gate between portable 125 and the parent kitchen, and one at the play yard gate close to the ramp at portable 125.
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)	49	48	36	36	50	50
Mathematics (grades 3-8 and 11)	23	28	24	25	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	279	270	96.77	3.23	48.15
Male	143	140	97.90	2.10	40.00
Female	136	130	95.59	4.41	56.92
Black or African American	27	27	100.00	0.00	48.15
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	45.00
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	198	189	95.45	4.55	46.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	235	230	97.87	2.13	46.96
English Learners	176	171	97.16	2.84	43.86
Students with Disabilities	26	26	100.00	0.00	11.54
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	279	276	98.92	1.08	28.00
Male	143	141	98.60	1.40	29.29
Female	136	135	99.26	0.74	26.67
Black or African American	27	27	100.00	0.00	19.23
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	35.00
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	198	195	98.48	1.52	25.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	37.50
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	235	233	99.15	0.85	27.59
English Learners	176	175	99.43	0.57	24.57
Students with Disabilities	26	26	100.00	0.00	11.54
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	16.4	16.4	3.3
7	17.4	13.0	30.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to participate in their child's education by volunteering in the classroom or the library, chaperoning during study trips, and helping with homework. Additionally, parents have the opportunity to serve on numerous committees such as School Site Council, Site Advisory Council, monthly Tuesday Coffee Club, and to volunteer in our Walking School bus Program.

Parent workshops are provided throughout the year by the principal and staff to help parents better assist their child at home. Our wonderful parents conduct fundraisers, coordinate support for teachers, and schedule fun activities for their students. Parent University sessions are provided 2 times a year for families and cooking matter classes are offered in the Spring.

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision-making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

Montalvin has a thriving Parent Teacher Student Association (PTSA). Through this partnership, we are able to further support partnership with all our stakeholders.

The school holds many meetings throughout the year that provide parents with strategies to help their children at home, information meetings so parents have multiple opportunities to check on their students' progress and ask questions as well as English Class for those that need more practice in English.

Contact Information for Parental Involvement: School Community Outreach worker, Dilcia Palacios 510-231-1405

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	1.5	0.6	2.2	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:
1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 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	24		4		22		4		22		4	
1	21	2	1		24		3		23		3	
2	24		3		23		3		24		3	
3	19	3			22		3		23		3	
4	28		2		30		2		33			2
5	33			1	28		2		30		2	
6	26		2		34			1	26		10	
Other**	6	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	

*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	$6,450.47	$1,312.67	$5,137.80	$64,463.83
District	N/A	N/A	$7,641.88	$70,833.00
Percent Difference - School Site and District	N/A	N/A	-39.2	-9.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-37.5	-24.4

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 following are programs/services available at the school that support and assist students:

- ACOE
- AMAZON.COM
- BAY AREA COMMUNITY R
- BELIEVE PRODUCTIONS
- CHARTER BROS INC
- D HARRIS TOURS INC
- DIDAX INC
- ESGI LLC
- FUN EXPRESS
- GREAT MINDS LLC
- HEINEMANN COMPANY
- LEARNING A-Z
- LOVE LEARN SUCCESS
- MICHAELS TRANSPORTATION
- MILLS COLLEGE
- MIND RESEARCH INSTIT
- NASCO SCIENCE & MATH
- NEWSELA, INC
- OAKLAND ZOO
- PEARSON EDUCATION
- READ ALOUD
- SIERRA SCHOOL EQUIPM
- SMITH FAMILY FARMS
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O
- SPORT SUPPLY GROUP I
- ZSHARP

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,360	$48,612
Mid-Range Teacher Salary	$72,730	$74,676
Highest Teacher Salary	$94,500	$99,791
Average Principal Salary (Elementary)	$106,868	$125,830
Average Principal Salary (Middle)	$116,689	$131,167
Average Principal Salary (High)	$129,673	$144,822
Superintendent Salary	$260,000	$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	48

Quality instruction and teacher collaboration are at the heart of Montalvin's achievement efforts. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, TCRWP, Eureka math, Response to Intervention, PBIS, Trauma-informed education, and educational technology. In addition, training is made available in classroom management, the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Professional Development is provided on an on-going basis. We continue to improve our practice as educators and focus our staff development on cultural responsive teaching with specific emphasis on small group intervention. This year we continue to have courageous conversations around how we can improve our practices in regards to teaching students of color using data driven instruction.

Teachers collaborate on Wednesdays from 1:30-3:00 p.m. in Professional Learning Communities with the partnership of Mill Teacher Scholars and use the inquiry cycle to study a problem of practice with colleagues.