Carroll Fowler 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	Carroll Fowler Elementary School
Street	2611 Garrison St.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556-1640
Principal	Emily Harry
Email Address	eharry@ceres.k12.ca.us
Website	cf.ceres.k12.ca.us
County-District-School (CDS) Code	50-71043-6052427

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

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

Our mission is to ensure high levels of learning for ALL students.

Carroll Fowler Elementary School is located in Ceres California, a small town of 48,000 in central San Joaquin Valley. The campus is sixty years old with approximately 628 PreK-6 students. The school community encompasses a wide range of cultural, linguistic and economic diversity.The original facility was built in 1957. Most primary classrooms have been completely renovated since the fall of 2003 and the campus was renovated in 2015. Currently there are 31 classrooms in use. The site maintains a school office, library, music room and cafeteria. Every student on campus has a school issued Chromebook used for access to curriculum and intervention resources. Our campus is fully equipped with InFocus Projectors, Interwite/Mobi Pads, Document cameras and other pieces of technology for instructional purposes.

Our credentialed staff consists of a site principal, an assistant principal, 25 regular education classroom teachers, 2 pre-school autism teachers, 4 pre-school teachers, 1 Speech and Language teacher and one Resource Specialist. Support staff consists of an Administrative Assistant, School Counselors, Instructional Paraprofessionals, Community Liaison, Student Supervision Assistants, Office Manager, a School Attendance Secretary, Library-Media Clerk, Custodians, Clerk II, and Food Service Personnel. Child Welfare and Attendance workers, a school nurse, and a Speech and Language Specialist are integral parts of the Student Support Team. Staff is comprised of experienced, dedicated professionals from a variety of backgrounds. Staff training is ongoing and high quality and all staff members are involved in site and district committees. Print-rich classrooms are literature based and provide many thematic experiences for children. Due to the efforts of our parents, staff and community, all our classrooms, library and office have access to the internet.

Students demonstrate high-level learning, school pride and a sense of ownership of the school facility. Students take an active role in their education and the running of the school. Student Council has several school-wide projects. Carroll Fowler has high academic and behavioral expectations aimed at forming responsible and productive students and citizens. Carroll Fowler students are on a traditional schedule, with 180 instructional days and 7 teacher work days/professional development days.

The school has a Parent Teacher Club that supports positive programs at our school, such as CF Family Night and Red Ribbon week. Carroll Fowler has an active School Site Council and English Learner Advisory Committee that meets regularly. Realizing the importance of the partnership between staff, parents, and students, the Carroll Fowler Elementary staff strives to engage parents in all educational activities at Carroll Fowler. Surveys were sent out, and the results compiled as part of our needs assessments. The results will be shared with School Site Council, English Language Advisory Council and the Leadership Team to provide the basis for developing activities within the Title I school plan.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	90
Grade 2	92
Grade 3	90
Grade 4	88
Grade 5	95
Grade 6	96
Total Enrollment	647

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.5
Asian	2.3
Filipino	0.2
Hispanic or Latino	73.4
Native Hawaiian or Pacific Islander	1.1
White	18.9
Two or More Races	0.8
Socioeconomically Disadvantaged	88.6
English Learners	34.6
Students with Disabilities	8
Homeless	2.3

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	25	27	29	612
Without Full Credential	1	0	0	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

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: 2019/10

The school district held a public hearing on September 12, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment 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 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.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMScopes	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Carroll Fowler is an older, but attractive school with pleasant landscaping and excellent custodial care. The office, bathrooms, and permanent classrooms have undergone modernization. All sanitation supplies are kept on hand to provide for continued restocking for appropriate sanitation and use. All rooms are cleaned and sanitized daily. All bathrooms are cleaned and sanitized daily, with frequent checking throughout the day to ensure appropriate restroom facilities for staff and students. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Facility inspections occur weekly to identify any areas of immediate concern for repair. Twice per year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas of priority.

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: 2/6/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 36: The water fountain has high water pressure. There was hand sanitizer from home left out. Classroom 40: The water fountain has high water pressure.
Safety: Fire Safety, Hazardous Materials	Good	Classroom 3: There was a chemical bottle underneath the sink. Classroom 36: The water fountain has high water pressure. There was hand sanitizer from home left out. Grounds: The hallway fire extinguisher isn't signed off properly.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	26	23	42	38	50	50
Mathematics (grades 3-8 and 11)	14	15	25	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	372	367	98.66	1.34	22.68
Male	193	191	98.96	1.04	19.47
Female	179	176	98.32	1.68	26.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	273	272	99.63	0.37	21.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	74	71	95.95	4.05	21.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	338	333	98.52	1.48	21.69
English Learners	161	160	99.38	0.62	23.27
Students with Disabilities	28	26	92.86	7.14	7.69
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	372	368	98.92	1.08	15.49
Male	193	191	98.96	1.04	16.75
Female	179	177	98.88	1.12	14.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	273	273	100.00	0.00	15.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	74	71	95.95	4.05	15.49
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	338	334	98.82	1.18	14.37
English Learners	161	161	100.00	0.00	14.91
Students with Disabilities	28	26	92.86	7.14	7.69
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	26.0	18.8	21.9

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)

Parents and community members may become involved through a variety of ways. There is opportunity as a member of the English Language Advisory Council (ELAC), School Site Council (SSC), Family Engagement/PTC Committee, volunteering in the classroom, serving as a business partner with Carroll Fowler, and volunteering in the office and playground as needs arise. Parents should start by contacting the community liaison at (209) 556 -1640 ex 2466. Parents can also get information from Facebook posts, Twitter, Parentsquare, Principal Newsletters, bulletin boards, attending bi-monthly Principal Coffee meetings, and family engagement meetings.

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	12.7	6.7	3.0	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safe School Plan is reviewed and modified each year. The PBIS Team and School Site Council recommend changes based on review of information. Any changes are submitted to the School Site Council and then the School Board for approval. Carroll Fowler continues to implement safety and procedural strategies in both common areas (playground, restrooms, cafeteria) and classrooms. In addition, Carroll Fowler has adopted an anti-bullying policy which includes school-wide training and a process for investigating and correcting bullying offenses. Moreover, Carroll Fowler works hard to promote positive behaviors and reward those behaviors. The Safe School Plan consists of school wide behavior expectations as well as goals for advancement of procedures and student safety. The Plan also includes information about emergency practices along with evacuation maps/routes.

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	21	2	3		23		5		24		4	
1	24		4		23		4		23		4	
2	21	2	2		23		4		23		4	
3	23		4		24		4		23		4	
4	31		3		31		3		29		3	
5	32		3		32		3		32		3	
6	29		3		32		3		32		3	
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	.8
Resource Specialist (non-teaching)	1.0
Other	1.0

*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.

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	8069.30	1674.85	6394.45	82259.35

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	7103.79	78954
Percent Difference - School Site and District	N/A	N/A	-10.5	4.1
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-16.0	0.3

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)

Services include consumable instructional materials, printing, and other classroom related resources. Funding from Title I, EIA (SCE and LEP), LCAP, and General is strategically used to increase student achievement. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology, software, additional learning and practice opportunities, Intervention support, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,742	$51,374
Mid-Range Teacher Salary	$76,883	$80,151
Highest Teacher Salary	$103,252	$100,143
Average Principal Salary (Elementary)	$117,671	$126,896
Average Principal Salary (Middle)	$118,995	$133,668
Average Principal Salary (High)	$137,253	$143,746
Superintendent Salary	$234,274	$245,810
Percent of Budget for Teacher Salaries	34%	35%
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	15	15	14

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. In the 2017-2018 school year, the school site had 10 collaboration/early release days and 5 professional development days. For the 2018 - 2019, the school site has planned 10 collaboration/early release days and 5 professional development days. Finally, for the 2019 - 2020 school year, the school site has planned to have 4 professional development days along with 10 collaboration/early release days.

Professional development is an emphasis in Ceres Unified School District. The District's Educational Services Division has coordinated staff development for all staff. Aligning the current State Standards to the existing curriculum is a priority for staff in-service. The District also has instructional coaches available to assist and support teachers. Ceres Unified provides staff development to institute Google Chrome and Google Drive programs to assist staff with collaboration and prepare all CUSD staff for students utilizing individual technological devices.

Through various avenues of training and in-services, the Carroll Fowler staff identifies strategies for improving student achievement and reviewing current and new teaching strategies and methods. They work with the District to process, develop, and implement comprehensive, standards-based core programs that provide coordinated interventions for students not meeting standards-based benchmarks. Opportunities are provided to refine curriculum based on the state standards in reading, writing, science, social studies and math. Ongoing staff training is provided in the use and maintenance of technology to meet the needs of increased use of computers throughout the curriculum.

Alignment of staff development to standards, assessed student performance, and professional needs:
- Staff development activities have emphasized providing opportunities for teachers to analyze grade level standards and align their classroom curriculum to those standards.
- Staff Development days are planned based upon specific district and site needs.
- Data is reviewed to drive improvement efforts, which trigger staff development plans.
- Site administrators, teachers, and staff are invited to participate in CUSD Leadership Academy
- Training has been provided in effective instructional strategies, CUSD Norms, Literacy Standards, and CCDI (Ceres Certificate of Direct Instruction)
- New teachers are invited to participate in Induction.
- The district's Professional Development Plans provides a focus on individual needs for staff development.
- Teachers are invited to participate in training opportunities on how to teach English Learners effectively.
- The County Office of Education offers workshops on staff development activities related to standards, assessment, and accountability.
- Teachers are working to implement the foundations of a Professional Learning Community.
- Staff is provided multiple opportunities to attend conferences to continue the development of PLCs, technology, strengthening curriculum and additional research based student centered topics.

* The district's Strategic Plan addresses the area of staff development and provides a list of district-wide and site-based activities.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every other Monday after school is dedicated to grade level meeting times for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. In addition, teachers have monthly scheduled staff meetings with a set agenda. Topics discussed include EL teaching strategies, planning for the differentiated instruction time, analyzing data, and planning grade level curriculum and activities. The Leadership Team meets on a bi-monthly basis to discuss issues related to school instructional programs, scheduling, and student incentives. Grade level groups are also provided with up to six teacher release days per year to work with a district coach on breaking down standards, developing curriculum and assessments, and data based interventions.

The staff development plan concentrates on implementation of district and state standards, especially in the subjects of language arts and math. Objectives also include effective teaching strategies, Learning Centered Schools, Family Engagement Strategies, and accessing and using technology. Staff attends conferences and workshops to broaden their scope of instructional strategies and augment curriculum. Staff members also use time during staff meetings to disseminate valuable information that was presented at a conference or seminar.

The goal of all professional development is to increase student achievement.