

# Big Pine High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Big Pine High School
<b>Street</b>	500 South Main Street
<b>City, State, Zip</b>	Big Pine, California 93513
<b>Phone Number</b>	760.938.2222
<b>Principal</b>	Ed Dardenne-Ankringa
<b>E-mail Address</b>	eankringa@bigpineschools.org
<b>Web Site</b>	<a href="http://bigpineschools.org">http://bigpineschools.org</a>
<b>CDS Code</b>	14632481431352

<b>District Contact Information</b>	
<b>District Name</b>	Big Pine Unified School District
<b>Phone Number</b>	760.938.2005
<b>Superintendent</b>	Pamela Jones
<b>E-mail Address</b>	pjones@bigpineschools.org
<b>Web Site</b>	http://bigpineschools.org

### School Description and Mission Statement (School Year 2018-19)

Big Pine High School offers a comprehensive high school program including courses that meet UC system A-G requirements, as well as electives. We have a career and college readiness program that allows every student to graduate with a post-secondary plan. Small class sizes and a sense of community provide a nurturing environment along with a powerful learning opportunity. Our ongoing improvement process continues each year with teacher collaboration and development of goals driven by outcomes and data analysis. We are in our seventh (7) year with EL Education and have met implementation criteria goals annually. All teachers have participated in EL Education training, transforming the learning experience to one of appropriate rigor, hands-on learning experiences and the collaborative skills needed for the 21st Century workplace. Students may participate in student government, volleyball, basketball, football, softball, baseball and cheer. Students also have the opportunity to learn through fieldwork experiences, where they are able to take advantage of the geology, history, and adventure opportunities of the area. During the ski season, students may participate in the Learn to Ski program.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	9
Grade 10	4
Grade 11	5
Grade 12	14
<b>Total Enrollment</b>	32

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.0
American Indian or Alaska Native	53.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	25.0
Native Hawaiian or Pacific Islander	0.0
White	21.9
Socioeconomically Disadvantaged	81.3
English Learners	0.0
Students with Disabilities	18.8
Foster Youth	0.0

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	3	5	16
Without Full Credential	1	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: September, 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	"Holt Language Arts" Anthology, 2010 Grade level specific	Yes	0
Mathematics	Common Core Integrated Math, 2014	Yes	0
Science	Earth Science, 2014 Chemistry, 2104 Biology, 2005 Nutrition & Cell Biology Flex Book, 2010 Astronomy Flex Book, 2010 Physical Science, 2006	Yes	0
History-Social Science	Impact, 2017	Yes	0
Foreign Language	Asi se dice, 2016 El espanol para nosotros, 2016 Somos, 2018	Yes	0
Health	Lifetime Health Premier Online, 2015	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Lab Equipment is up to date and aligned with materials taught. Ongoing funds are made available for replacement of consumables.	Yes	0

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

In 2012 the Big Pine School District installed a 200 KW solar plant. During the summer of 2013, window coverings were installed in all classrooms to increase the safety of students in potential lockdown situations. The K-1 Building was remodeled. Roofs were replaced on the K-1 Building, Learning Center, Care Room and Preschool. Stucco repair and painting of exteriors, as well as bathroom remodels, were accomplished. In 2014-15 the gymnasium HVAC replacement was completed. The Fire Alarm System was upgraded, and an Assistive Listening System installed. The asphalt paving around the school site and the parking area was repaired, patched and resurfaced in July, 2014. The Alice Piper bronze statue was installed and dedicated in June of 2014, memorializing the historic effort of our local Paiute tribe to establish access for Native Americans to attend public school in the State of California.

In 2015 we remodeled the Kitchen and constructed a new heating and air conditioning system for the Gymnasium building. Classroom carpeting and painting continues. In 2016 new furniture was purchased for all middle and high school classrooms. Visitors frequently comment on how clean, well kept and attractive our facilities are.

In 2018 the Boys and Girls locker rooms ere updated with new lockers, benches and epoxy flooring. Our historic hardwood floors in the Gym and Art Room were refinished and the tech hub project for classroom instruction was completed.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 09/01/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: 09/01/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	22.0	28.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	19.0	24.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Our school-to-career program begins in the elementary grades, and is integrated with the core program. Students meet with the guidance counselor each month to work on interest and aptitude inventories, job skills, and vocational training requirements. Students begin to develop their career/academic portfolio in the middle school. The completed Senior Portfolio will contain the student’s resume, academic transcripts, a competency-based assessment of skills and experience, certifications, and letters of recommendation.

Our career center also prepares students in interviewing skills, letter writing, professional dress and behavior, and other workforce skills. Senior students participate in an internship program that allows them to work with a professional in the field. Students have hands-on opportunities to experience a profession they are interested in pursuing.

Students participate in all career technical education courses offered at the comprehensive high school. Courses allow students to explore and develop job skills in the areas of commercial and graphic arts, and entrepreneurship. Our CTE advisory committee is led by our Digital Design teacher, representing the field of graphic design.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
Number of pupils participating in CTE	29
% of pupils completing a CTE program and earning a high school diploma	100.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	**	**	**

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 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 2018-19)**

Parents are encouraged to participate in their child’s educational program. There are a variety of opportunities for becoming part of the school community. Many parents volunteer to help in the classroom. Our District Advisory Council (DAC) is active, and provides opportunity to be part of the school improvement process. Each fall and spring, we conduct Student Led Conferences and parent participation is strong. Back-to-School Night when school begins, Celebration of Learning in the spring and Community Meetings also provide opportunities for parents to learn about their child’s school.

The Native American community is involved with the school through the Indian Education Center, NASA, our Title VII program. Staff and the tribe work collaboratively to meet the needs of our Native American students, with added communication from our District-Tribe Collaborative Meetings.

For more information on how to become involved, contact Ms. Sunny Meza at 760/938-2222.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	--	--	--	--	--	--	10.7	9.7	9.1
<b>Graduation Rate</b>	--	--	--	--	--	--	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	71.4	71.4	88.7
<b>Black or African American</b>	0.0	0.0	82.2
<b>American Indian or Alaska Native</b>	85.7	85.7	82.8
<b>Asian</b>	0.0	0.0	94.9
<b>Filipino</b>	0.0	0.0	93.5
<b>Hispanic or Latino</b>	100.0	100.0	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	0.0	88.6
<b>White</b>	60.0	60.0	92.1
<b>Two or More Races</b>	0.0	0.0	91.2
<b>Socioeconomically Disadvantaged</b>	80.0	80.0	88.6
<b>English Learners</b>	0.0	0.0	56.7
<b>Students with Disabilities</b>	0.0	0.0	67.1
<b>Foster Youth</b>	0.0	0.0	74.1

## 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	10.6	9.5	0.0	4.7	3.3	0.6	3.7	3.7	3.5
<b>Expulsions</b>	2.1	2.4	0.0	0.5	0.6	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

The School Safety Plan is reviewed and updated yearly. Staff is provided a copy and training each year. The plan covers medical emergencies, natural disasters, bomb threats, active shooter response, earthquakes, fire, and chemical spills/accidents. The plan is complete, and coordinated with local emergency personnel and agencies. Teachers have first aid and emergency backpacks and buckets in their classrooms. The District requires school visitors to check in at the main office and wear identification badges. The campus is fenced preventing strangers from easily accessing student areas during school sessions. The District has and enforces all current State policy in regard to student safety issues. The Emergency Preparedness Plan was last reviewed by faculty in August, 2018 and approved by the Board on September 6, 2018.

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

Subject	2015-16			2016-17			2017-18					
	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	8.0	5			10.0	4			8.0	4		
Mathematics	9.0	4			9.0	4			10.0	3		
Science	12.0	2			7.0	3			15.0	2		
Social Science	9.0	3			10.0	4			7.0	3		

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	29
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non-teaching)	.4	N/A
Other	0	N/A

Note: Cells with N/A values 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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$26,777.00	\$3,390.00	\$23,387.00	\$67,423.00
District	N/A	N/A	\$38,191.00	\$63,685.00
Percent Difference: School Site and District	N/A	N/A	-48.1	5.7
State	N/A	N/A	\$7,125.00	\$63,590.00
Percent Difference: School Site and State	N/A	N/A	106.6	5.9

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 2017-18)

Over 80% of our funds are spent on staff salaries. The District supports full class size reduction, and also provides instructional assistants, a music specialist, and a library program. Computers are available with internet access in every classroom and document cameras and projectors are installed as well. We have a 1:1 Chromebook program for all students K-12. We maintain an after school care program for working parents. We fund an agreement with our educational partners, EL Education, and we provide discretionary classroom budgets for every teacher annually. Online learning programs, including Edgenuity and online textbooks, annual purchases of instructional materials aligned to standards, Renaissance Learning subscriptions, and NWEA Map benchmark data services are all examples of the many supports we provide for instruction and support of students.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,513	\$42,990
Mid-Range Teacher Salary	\$63,248	\$61,614
Highest Teacher Salary	\$84,638	\$85,083
Average Principal Salary (Elementary)	\$98,217	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$0	\$106,243
Superintendent Salary	\$139,113	\$132,653
Percent of Budget for Teacher Salaries	27.0	30.0
Percent of Budget for Administrative Salaries	4.0	6.0

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

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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EL Education and implementation of the Common Core State Standards are the common themes to staff development activities. Annual review of student achievement data drives our goals and strategies, and professional development is designed to support those. Annually there is a full review of external factors. In 2010-11 analysis of factors such as declining enrollment and economic uncertainty resulted in a full staff consensus to pursue EL Education as our transformative model of education. Teachers have several paid noninstructional days during the school year that are used for full staff workshops. We also contract with a school designer who provides mentoring and specialized, just-in-time workshops which teachers attend using substitute release time. Teachers are also sent to institutes, conferences and site visits to further our knowledge of expeditionary learning. Teachers who return from conferences or training share their information with appropriate staff during staff meetings. All staff meetings are designed to provide professional development. Teachers are encouraged and supported in their efforts to pursue advanced degrees and specialized credentials. Our Local Control Accountability Plan (LCAP), tied to our Western Association of Schools and Colleges (WASC) accreditation, focuses our teacher training on student achievement through assessment, quality instructional methodology, and meeting the needs of a diverse student population. Each Monday is an early release day to provide time for staff to engage in student achievement data discussion and collaboration.

Teachers are asked to provide evidence of implementation in support of our workplan. Student Led Conference Portfolios for each student, including achievement data, are available for review by administration and use at team meetings, and walk through observations are targeted to specific areas of focus that demonstrate implementation of learned strategies.