

Hercules Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Hercules Middle School
Street	1900 Refugio Valley Road
City, State, Zip	Hercules, CA 94547-1554
Phone Number	(510) 231-1429
Principal	Renee Lama
E-mail Address	LLama@wccusd.net
Web Site	www.wccusd.net/Page/1423
CDS Code	07-61796-6119515

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

School Description and Mission Statement (School Year 2016-17)

Vision Statement: Hercules Middle School is committed to providing a rigorous academic environment that promotes the educational needs of the whole child.

Our School Values:

- Titans Show Respect
- Titans are Kind
- Titans take Responsibility
- Titans Collaborate
- Titans strive for Academic Excellence
- Titans work harder to get smarter

Hercules Middle School (HMS) sits on a shared campus with Hercules High School (HHS). HMS has dedicated teachers, administrative team, and support staff. In addition to the core academic course, HMS students are able to participate in many Visual and Performing Arts classes, such as Art, Band, Orchestra, Journalism, and Choir. Our goal is for our students to achieve their full academic potential, entering high school with all of the skills and tools they need to be successful. We are a staff committed to the whole child's educational needs, fostering a safe and nurturing environment, providing a rigorous curriculum, and creating a dynamic school culture.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	194
Grade 7	199
Grade 8	239
Total Enrollment	632

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	25.9
American Indian or Alaska Native	0.5
Asian	23.3
Filipino	21.7
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.6
White	5.4
Two or More Races	2.2
Socioeconomically Disadvantaged	45.9
English Learners	10.4
Students with Disabilities	10.9
Foster Youth	0.5

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	20	2.50	23.50
Without Full Credential	2	5	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.8	15.2
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 6-8) / 2001 National Geographic, Inside (ELD gr 6-8) / 2014 Houghton Mifflin Harcourt, (Intervention gr 6-8) Read 180 / 2011	Yes	0%
Mathematics	Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 Prentice Hall, Pre-Algebra CA / 2001 Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014 McDougal Littell, CA Middle School Algebra 1 / 2012	Yes	0%
Science	Pearson/Prentice Hall, Focus on Earth Science (gr 6) / 2008 Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008	Yes	0%
History-Social Science	Pearson/Prentice Hall, Focus on Earth Science (gr 6) / 2008 Pearson/Prentice Hall, Focus on Life Science (gr 7) / 2008 Pearson/Prentice Hall, Focus on Physical Science (gr 8) / 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hercules Middle School sits on a shared campus that rests on approximately 75 acres of land. The collection of buildings runs nearly 1.25 miles along Refugio Valley Road. The middle-level and high school-level sides of the campus are separated by the Administration and Library complex. The school consists of four classroom pods with 4 classrooms in each pod, and 16 portable classrooms. Every teacher has access to a computer, teacher laptop, LCD projection system, and teacher tech cart. The middle school facility includes: a gym (with lockers), multi-purpose room, (which is also the cafeteria), a newly renovated music room, a computer lab, a severely handicapped special education classroom, a visually impaired special education classroom, and a faculty lounge. Athletic fields include: a softball field and outdoor basketball courts. An elevator, located at the high school level parking lot provides handicap access to the campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repair floor tiles at speed line entrance and main entrance of cafeteria Repair holes and paint to match in boys cafeteria restroom Adjust ceiling tiles to grid in M506 Repair wall paper or remove and paint to match in M101 Replace missing handles in M307 and M308 Repair science table doors to be able to close in science rooms
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Clean bird droppings from outside of room M207, M107, M307, and M401
Electrical: Electrical			X	Replace light bulbs in the library, M504, M505 Repair exterior plug cover in M202, M101, M201, M301, M102
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Replace trim on drinking fountain in the cafeteria Tighten loose toilet in boys cafeteria restroom Repair holes in wall and paint to match boys cafeteria restroom
Safety: Fire Safety, Hazardous Materials	X			Replace room number at M207 and M406 Repair fire extinguisher box in M106
Structural: Structural Damage, Roofs	X			Repair drain pipe at M207 and M302
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair door closer in M504 Repair window screen in M503

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
				X

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	39	42	33	35	44	48
Mathematics	28	28	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	197	192	97.5	41.1
	7	201	194	96.5	35.6
	8	241	239	99.2	47.3
Male	6	99	98	99.0	32.6
	7	116	111	95.7	26.1
	8	137	136	99.3	41.9
Female	6	98	94	95.9	50.0
	7	85	83	97.7	48.2
	8	104	103	99.0	54.4
Black or African American	6	51	51	100.0	17.6
	7	41	37	90.2	29.7
	8	69	69	100.0	31.9
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	6	49	49	100.0	69.4
	7	52	50	96.2	42.0
	8	47	47	100.0	59.6
Filipino	6	43	42	97.7	54.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	45	45	100.0	37.8
	8	50	50	100.0	62.0
Hispanic or Latino	6	35	32	91.4	34.4
	7	45	44	97.8	31.8
	8	55	53	96.4	41.5
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	13	13	100.0	46.1
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	94	92	97.9	31.5
	7	100	95	95.0	28.4
	8	102	101	99.0	27.7
English Learners	6	17	16	94.1	6.3
	7	29	27	93.1	7.4
	8	24	23	95.8	4.3
Students with Disabilities	6	22	21	95.5	4.8
	7	27	24	88.9	
	8	23	23	100.0	
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	197	193	98.0	30.1
	7	201	195	97.0	25.3
	8	241	240	99.6	29.6
Male	6	99	98	99.0	26.5
	7	116	112	96.5	27.9
	8	137	136	99.3	27.2
Female	6	98	95	96.9	33.7
	7	85	83	97.7	21.7
	8	104	104	100.0	32.7
Black or African American	6	51	51	100.0	11.8
	7	41	37	90.2	16.2
	8	69	69	100.0	15.9
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	6	49	49	100.0	49.0
	7	52	51	98.1	34.0
	8	47	47	100.0	53.2
Filipino	6	43	42	97.7	47.6
	7	45	45	100.0	31.1
	8	50	50	100.0	46.0
Hispanic or Latino	6	35	33	94.3	21.2
	7	45	44	97.8	18.2
	8	55	54	98.2	14.8
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	13	13	100.0	15.4
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	94	93	98.9	20.4
	7	100	96	96.0	14.7
	8	102	102	100.0	15.7
English Learners	6	17	17	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	29	28	96.5	3.7
	8	24	24	100.0	4.2
Students with Disabilities	6	22	21	95.5	
	7	27	25	92.6	
	8	23	23	100.0	
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59	63	60	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	241	238	98.8	59.7
Male	137	134	97.8	58.2
Female	104	104	100.0	61.5
Black or African American	69	68	98.6	39.7
Asian	47	46	97.9	73.9
Filipino	50	50	100.0	78.0
Hispanic or Latino	55	54	98.2	51.9
White	13	13	100.0	61.5
Socioeconomically Disadvantaged	102	101	99.0	44.6
English Learners	24	24	100.0	20.8
Students with Disabilities	23	23	100.0	8.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.4	16.3	41.3

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 (School Year 2016-17)

Volunteer Program: Hercules Middle School offers opportunities to parents and other community members to volunteer to provide support. We currently have approximately 30 regular parent volunteers who come and provide support with lunch supervision, activity support, phone banking, and in class support. There are other opportunities for parent involvement through groups such as, Music Boosters, Safety Committee, and a newly developing parent group.

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 secondary school has a School Site Council composed of parents, community members, the principal, teachers, and students (Education Code Section 52852).

PTA: The PTA currently has approximately 70 members and anticipates more after their current PTA drive. The PTA provides opportunities for parents to work on committees, student events and celebrations, and informational nights and workshops.

Our Parents are also participants in LCAP committee meetings, town halls, district facilities meetings. Our parents participate in workshops and activities that support college, career, and healthy parenting choices. Each year, our ILT sponsors a Common Core Information night. Each quarter we host our parents and community in celebrating students who are on honor roll, received perfect attendance and pass a required number of AR books.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.3	6.9	8.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Hercules Middle School has a coordinated safety plan that is defined by the SEMS state policies. The schools staff, as well as, parents, community members, and other stakeholders participate as members on the District SEMS team. The students and staff participate in regularly on going practice on how to respond to a variety of emergency situations. The school has a clearly defined discipline policy that is contained in the Student Planners. Students obtain these at the beginning of the school year and teachers use this as a valuable organizational skill throughout the school year. Our emphasis on a Safe & Orderly learning environment leads to effective Teaching & Learning - the ultimate result is higher student achievement. We continue to foster an environment that supports student learning and partners with parents in the academic and social development of students.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	25	6	8	6	28	5	5	9	24	12	9	10
Mathematics	30	3	3	9	30	2	5	8	29	5	6	11
Science	30	2	7	6	34	1	2	10	33	3	2	15
Social Science	32	2	2	10	30	3	5	7	31	3	3	16

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	500
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist	2.00	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5628.62	1535.02	4093.61	61048.26
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-36.2	-6.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-27.9	-19.5

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Hercules Middle School include:

- CENTRAL SUPPLEMENTAL/CONCENTRATION
- EDUCATION PROTECTION ACCOUNT
- SP ED IDEA BASIC LOCAL ENTITL
- SPECIAL ED - E
- PROJECT READ
- PARCEL TAX
- MRAD
- SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

For the 2016-2017 school year, our schools collaboration focus is on data driven instruction. This is one our four SMART goals for the school year. The Instructional Leadership Team (ILT) reviewed the results from the Healthy Kids Survey and School Climate Survey to develop our school goals. We determined that our school staff desired more information on how to use the data available to us to drive our classroom instruction. As a school, two Wednesdays a month are focused on professional development to help us interpret our own data. Each faculty meeting begins with data reports from different committees.

The Administrative team spends a minimum of five hours per week in the classroom. Classroom visits are often accompanied with debrief conferences. The team provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based these ongoing classroom observations. 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, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and 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.