

Harding Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Harding Elementary School
Street	7230 Fairmount Avenue
City, State, Zip	El Cerrito, CA 94530-3797
Phone Number	(510) 231-1413
Principal	Linda Takimoto
E-mail Address	ltakimoto@wccusd.net
Web Site	http://www.hardingpta.org/
Grades Served	K-6
CDS Code	07-61796-6004782

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Harding Elementary School is a cooperative partnership of students, parents, teachers, and administration working together to create an effective learning environment and a caring school community. The school has developed and maintains active leadership groups, representing all stakeholders, who communicate routinely for continued growth and progress towards goals. Using the four "Cs" 21st Century Skills, Collaboration, Communication, Critical Thinking, and Creativity, the Harding community has developed and aligned school-wide systems and programs that are student centered and support the shift to Common Core teaching and learning. Community expectations for working together are focused on student engagement, and specific and positive feedback that includes Building Effective Schools Together (BEST), Playworks, Restorative Justice, and Teachers College Units of Study for Writing and Reading. All classes participate in writing workshop with English Language Development, PE, and reading workshop for Universal Access blocked daily by grade level. Visual and Performing Arts in all disciplines are embedded in the instructional day with Artists in Residence, along with hands on science in the school garden. We take pride in our diversity, which includes racial, language, socioeconomic, and ability differences. Harding offers five special education programs, Transitional Education, Resource, Non-severely Handicapped, Deaf/Hard of Hearing, and Full Inclusion, with a school-wide culture that values and supports understanding, accommodation, and inclusion. All students with disabilities are mainstreamed for PE, arts, and science in the garden programs with other subjects as appropriate.

The Harding ILT has been directing and monitoring the transition to Common Core Standards. The ILT is made up of a liaison to the District Academic and Technology Committees, a special education teacher, and a general education teacher representing grade level pairs: TK/K, 1/2, 3/4, 5/6. The transition has been focused on writing and increased student discourse across the curriculum. Additionally, teachers and the principal are active learners in various Professional Learning Communities (PLCs) with the shared understanding that the instructional shift is an ongoing process that requires a "Growth Mindset" (Dweck, 2006) for teachers and students. School leadership is developed and shared through the ILT as well as the REACH Institute and Teachers College professional development programs and the PLCs. Harding Elementary, a small community school, is developing into a school with large beliefs and ideas. It seeks to meet the needs of and assure success for every student through research supported teaching and learning methods leading to skill building for all.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	60
Grade 1	42
Grade 2	55
Grade 3	35
Grade 4	54
Grade 5	68
Grade 6	53
Total Enrollment	367

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	11.4
Asian	15.3
Filipino	2.5
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.8
White	37.9
Two or More Races	4.9
Socioeconomically Disadvantaged	33
English Learners	21
Students with Disabilities	16.3
Foster Youth	0.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	19	23	23
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	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2014

Our site utilizes the District Mandated Materials for Language Arts, Math, Social Studies, Science, and ELD instruction.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Harding School opened in 1943 with an addition added in 1954. Harding was renovated in 2005. The project included new classroom space, library and media center, drop-off area, main and secondary entries, and kindergarten play yard.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Repair the floor and ceiling tiles in several rooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Connect the enable switch at the Faraday panel.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Adjust pressure at the drinking fountains. Drinking fountain badly leaking by room 110.
Safety: Fire Safety, Hazardous Materials		X		Replace the plastic cover at the bottom of the exit signs. Repair the crack above the door on both sides of hallway in worker room.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			Repair the sheetrock wall in back of the timeout room and behind the door and replace the wall pads in the time-out room in room 140. Repair the door closers.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	The trees need to be trimmed above the play structure. The playground needs to be restriped. Door is dragging at the threshold in cafeteria and room 205.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	47	32	44
Mathematics	43	22	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	41	39	95.1	31	13	26	31
	4	54	51	94.4	39	14	20	24
	5	74	67	90.5	39	12	21	27
	6	52	51	98.1	27	24	25	18
Male	3		17	41.5	35	18	18	29

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		25	46.3	36	12	20	24
	5		42	56.8	43	12	19	26
	6		27	51.9	37	22	19	15
Female	3		22	53.7	27	9	32	32
	4		26	48.1	42	15	19	23
	5		25	33.8	32	12	24	28
	6		24	46.2	17	25	33	21
Black or African American	3		7	17.1	--	--	--	--
	4		9	16.7	--	--	--	--
	5		3	4.1	--	--	--	--
	6		10	19.2	--	--	--	--
Asian	3		7	17.1	--	--	--	--
	4		9	16.7	--	--	--	--
	5		9	12.2	--	--	--	--
	6		5	9.6	--	--	--	--
Filipino	3		1	2.4	--	--	--	--
	4		2	3.7	--	--	--	--
	5		1	1.4	--	--	--	--
	6		3	5.8	--	--	--	--
Hispanic or Latino	3		7	17.1	--	--	--	--
	4		15	27.8	53	7	27	13
	5		19	25.7	68	5	11	11
	6		17	32.7	35	35	18	6
Native Hawaiian or Pacific Islander	4		1	1.9	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		17	41.5	12	6	29	53
	4		14	25.9	7	14	21	43
	5		33	44.6	24	12	24	39
	6		14	26.9	7	0	43	43
Two or More Races	4		1	1.9	--	--	--	--
	5		1	1.4	--	--	--	--
	6		2	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		9	22.0	--	--	--	--
	4		26	48.1	65	12	12	8
	5		22	29.7	59	18	5	14
	6		24	46.2	42	33	13	4
English Learners	3		12	29.3	67	8	25	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		8	14.8	--	--	--	--
	5		11	14.9	82	9	0	0
	6		8	15.4	--	--	--	--
Students with Disabilities	3		2	4.9	--	--	--	--
	4		11	20.4	73	0	0	9
	5		17	23.0	76	6	12	0
	6		15	28.8	73	0	0	7
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	41	40	97.6	38	13	25	25
	4	54	49	90.7	27	22	31	18
	5	74	67	90.5	36	24	25	15
	6	52	51	98.1	45	18	18	18
Male	3		18	43.9	39	11	17	33
	4		23	42.6	26	17	35	17
	5		42	56.8	36	24	26	14
	6		26	50.0	46	8	12	31
Female	3		22	53.7	36	14	32	18
	4		26	48.1	27	27	27	19
	5		25	33.8	36	24	24	16
	6		25	48.1	44	28	24	4
Black or African American	3		7	17.1	--	--	--	--
	4		8	14.8	--	--	--	--
	5		3	4.1	--	--	--	--
	6		10	19.2	--	--	--	--
Asian	3		8	19.5	--	--	--	--
	4		9	16.7	--	--	--	--
	5		9	12.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		6	11.5	--	--	--	--
Filipino	3		1	2.4	--	--	--	--
	4		2	3.7	--	--	--	--
	5		1	1.4	--	--	--	--
	6		3	5.8	--	--	--	--
Hispanic or Latino	3		7	17.1	--	--	--	--
	4		15	27.8	27	40	20	13
	5		19	25.7	68	16	5	11
	6		16	30.8	63	19	13	6
Native Hawaiian or Pacific Islander	4		1	1.9	--	--	--	--
	5		1	1.4	--	--	--	--
White	3		17	41.5	18	12	35	35
	4		13	24.1	8	15	54	15
	5		33	44.6	21	24	36	18
	6		14	26.9	7	14	29	43
Two or More Races	4		1	1.9	--	--	--	--
	5		1	1.4	--	--	--	--
	6		2	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		9	22.0	--	--	--	--
	4		24	44.4	50	29	17	4
	5		22	29.7	59	23	5	14
	6		23	44.2	61	17	13	4
English Learners	3		12	29.3	67	17	17	0
	4		8	14.8	--	--	--	--
	5		11	14.9	82	9	0	9
	6		8	15.4	--	--	--	--
Students with Disabilities	3		2	4.9	--	--	--	--
	4		9	16.7	--	--	--	--
	5		17	23.0	82	6	12	0
	6		14	26.9	86	0	0	7
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	66	70	82	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	82
Male	77
Female	90
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	--
White	90
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	80
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.30	23.20	26.10

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

- COMMUNITY PROGRAMS: Trained community members such as Youth in Arts and the Jewish Coalition for Literacy provide arts instruction as well as academic and social/emotional support in classrooms and at recesses.
- PARENT-TEACHER ASSOCIATION (PTA): The PTA conducts fundraising to provide equipment, supplies and personnel as needed to support the school mission. It organizes and promotes events, activities, and meetings that build community and support student and parent education such as the Fall Carnival, Field Day, Walk-a-thon, Passport Night, and dance/music/theater performances throughout the year. They pay for an expanded visual and performing arts program and other enhancement

activities like study trips. PTA recruits for and organizes the various volunteer opportunities that support all school programs and classroom instruction.

- ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): Harding’s ELAC provides a voice for families of English Learners and direction for ELD instructional support that can include materials, curriculum, and after school tutoring and homework help.
- SCHOOL SITE COUNCIL: Harding's School Site Council is composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This group creates the school plan and monitors its implementation. It also forms and directs committees such as the Communication, Safety, Garden, and Technology Committees to share the leadership and workload, and assure comprehensive programs and systems to support students and teachers.
- HARDING AFTERSCHOOL ENHANCEMENT PROGRAM (HASEP): In coordination with the City of El Cerrito Recreation Department, a parent group plans a variety of ever-changing after school enrichment classes for all students.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.41	6.63	2.27	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

- Safety issues are discussed at the beginning of the year with staff and parents and the Harding Student and Family Handbook outlines school policies.
- Students participate in monthly fire and disaster drills.
- Assemblies and class discussions are held throughout the year.
- Parents receive letters and forms regarding emergency supplies and procedures.
- A safety committee oversees and updates emergency supplies and planning annually by January, and the staff is trained during staff development and faculty meetings.
- Teachers supervise students before school, and the principal and/or at least three supervisors monitor students at lunch recess.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2			20	3			20	3		
1	20	2			18	3			20	2		
2	20	2			20	2			18	3		
3	20	3			20	2			18	2		
4	25		2		23		2		24		1	
5	16	2			19	3			19	3		
6	15	5			16	3	1		17	3	1	
Other	8	1			8	1			16	1	1	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.00	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7961.14	\$3417.89	\$4543.25	\$56647.52
District	N/A	N/A	\$6033.78	\$58,595
Percent Difference: School Site and District	N/A	N/A	-24.7	-3.3
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-15.0	-22.4

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Harding School include:

Special Education - Full Inclusion, Resource, Non-severely Handicapped self contained for 4th-6th, Transitional Education Program for 4th-6th, and Deaf/Hard of Hearing

Gifted and Talented Education

English Language Development - SDAI

Quality Education Act for class size reduction

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
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)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and the Instructional Leadership Team (ILT) to improve their ability to provide strong instructional leadership and guide teaching and learning. Training includes data use and sharing, which guides teaching, learning, and goal setting. The principal and ILT, in turn, provide support to teachers through a variety of professional learning communities, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in common core state standards. State and District assessment data drives the current professional development focus on writing using Columbia University's Teachers College Units of Study for Writing, math writing and multiple methods for concept mastery, differentiated instruction, and educational technology. Additionally, our site is beginning study and reflection on Identity Safe Classroom practices with a community agency facilitator. 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.