Montalvin Manor Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Montalvin Manor Elementary
Street	300 Christine Dr.
City, State, Zip	San Pablo, Ca, 94806-1199
Phone Number	510-231-1405
Principal	Katherine Acosta
E-mail Address	kacosta@wccusd.net
County-District-School (CDS) Code	07617966004865

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Montalvin Manor strives to provide a stimulating learning environment through relevant curriculum that is engaging and meaningful to our scholars. This is enhanced through genuine use of technology, projects, and experiential learning. Our school comes alive with authentic student work displayed and presented, and with rigorous academic discussion. Scholars take ownership of their education by setting goals and presenting their progress through student led academic conferences. Through these learning projects and experiences, scholars build the knowledge, emotional intelligence, and joy of learning necessary to be successful in the college or career of their choice. There is a partnership between the school and families built on trust and with a common goal of ensuring every scholar urgently meets our rigorous academic goals. This is accomplished in a setting in which expectations are high, ideas and experiences are diverse, and curiosity is embraced by all.

Theory of action:TLL: If we use data to drive our teaching and learning then we will see high impact planning that strategically targets each student's needs and results in all students urgently growing.

ALC: If we create systems and structures for effective adult collaboration then we will see empowered adults with a plan and supports to solve problems of practice resulting in positive staff culture focused on improvement and solutions.

SCC: If we build student ownership and agency then we will see students using their Toolbox and embodying our core values resulting in a safe inclusive student culture where students are the drivers of their own learning.

SCC: If we implement Positive Behavior Intervention Supports school-wide

then we will see an increase in pro-social behaviors and a reduction in problem behaviors resulting in a predictable, consistent, and safe learning environment where all students can thrive.

School Description:

Montalvin Manor K-8 School is a Title 1 school and has Preschool through 7th grade. The school is located in an unincorporated area of the West Contra Costa Unified School District. Montalvin is a community based school. We have a high percentage of students are English Language Learners, low-income, or foster youth. Montalvin is committed to having our entire student meet or exceed expectations by 3rd graders. Montalvin has a block literacy program that provides a solid literacy program to insure that all students achieve at high levels. During this time teacher's use culturally responsive teaching strategies that meet the needs of our diverse population to reach our goal for all students. The academic emphasis at our school is writing across the content areas and we lean is subject area through the use of Lucy Calkins Teacher's College Writing Program.

Our teachers provide a balanced, comprehensive program with full access to the core curriculum and early intervention when needed through school wide efforts. Montalvin is currently implementing the Responsive to Intervention model through our integrated learning center and workshop time where all students receive support or acceleration of instruction based on the students' needs. We have an after school program that provides an academic enrichment and intervention program as well drama, dance, music, band sports, art, cooking and computers to supplement the school day.

Our rigorous academic goals for the 2018-2019 school year are:

By June 2019 students will be at grade level or grow one year in reading and math and at least 50% of all students will on average score at grade level in reading and math.

By June 2019 65% of students and families will participate in a student led conference and our school will have a suspension rate of less than 1%.

By June 2019 we will see a score of a score of 1 or higher on the School-Wide PBIS Tiered Fidelity Inventory area 1.5 "Problem Behavior Definitions" (Baseline 0), a score of 2 on the SWPBIS Tiered Fidelity Inventory area 1.3 -"Behavior Expectations" (Baseline 1), a score of 2 on the SWPBIS Tiered Fidelity Inventory area 1.4 "Teaching Expectations" (Baseline 1), a score of 3.6 or higher on the Staff School Climate Assessment Inventory survey for item 5.7 "Positive Interventions to Behavior" (.21 increase) and continue to have less than 1% suspension rate.

By June 2019 100% of teachers will implement narrative, opinion, and information TCRWP units of study in writing as evidenced by pre- and post- on demand assessments analyzed during data driven instruction meetings and PLC.

To support students in meeting these goals teachers are provided 10 full days of data driven instruction and collaboration released planning days. We partner with Mills Teacher's Scholars program to support our inquiry cycle PLC and we changed our bell schedule to extend the Wednesday collaboration time for teachers.

Last updated: 1/10/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	88
Grade 1	73
Grade 2	68
Grade 3	66
Grade 4	59
Grade 5	55
Grade 6	34
Total Enrollment	443
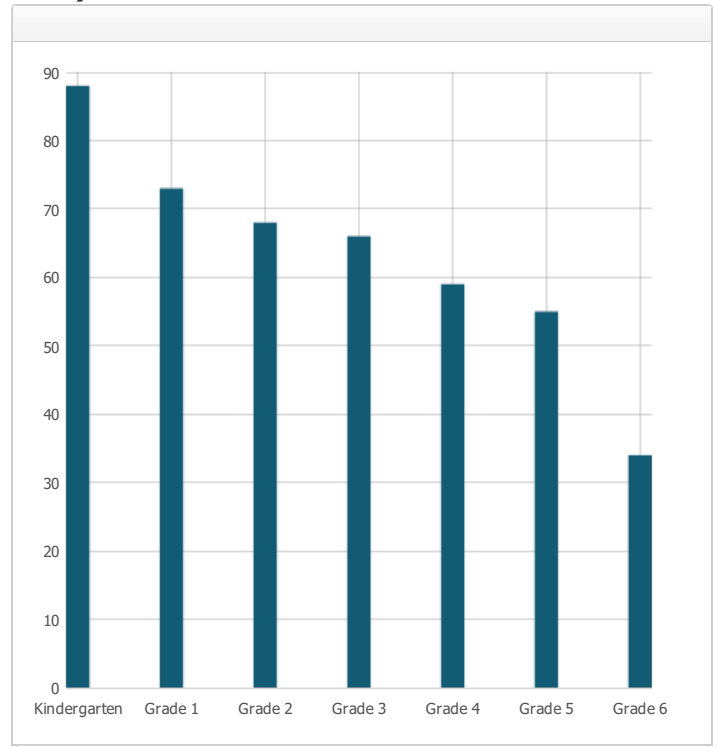
Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	13.5 %
American Indian or Alaska Native	0.2 %
Asian	7.2 %
Filipino	4.1 %
Hispanic or Latino	68.4 %
Native Hawaiian or Pacific Islander	0.7 %
White	4.7 %
Two or More Races	1.1 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.4 %
English Learners	52.8 %
Students with Disabilities	6.8 %
Foster Youth	0.9 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	17	22	1211
Without Full Credential	2	4	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10
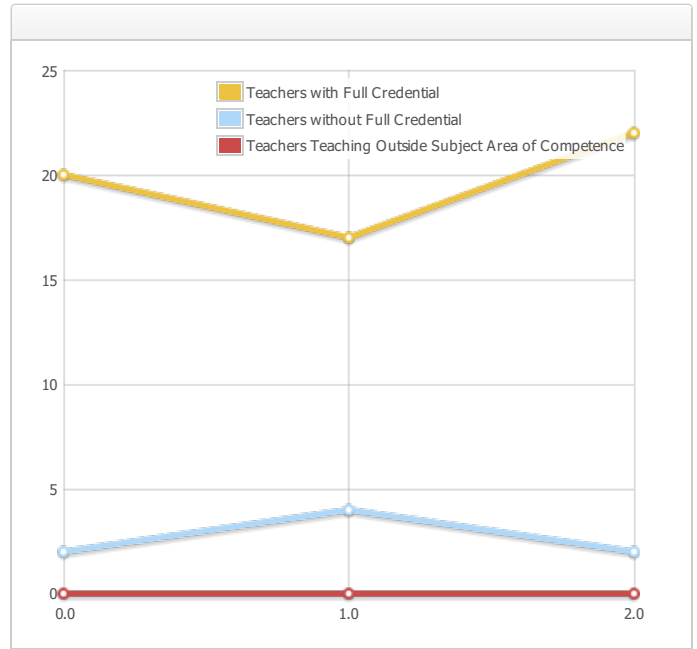
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
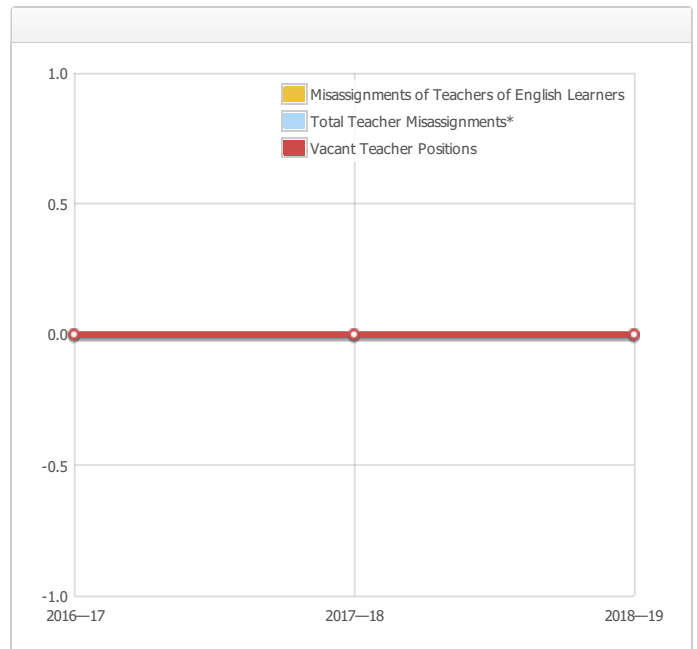
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, grades TK-5, c2010 - adopted 2012 *new adoption planned for 2019-20 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grades 6-7, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, grades K-5, c2008 - adopted 2008 Pearson Science, grades 6-7, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 7-8, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

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

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace the rubber base by room 139 (Hallway) Replacethe door number (Room 100)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Replace the exterior plug cover at the wall by room 211 (Exterior)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Adjust the drinking fountain at the exterior gback wall of room 140 (Lower Playground) Repair the slam board by the solar panels (Lower Playground) Repair the rubber mats at the play structure. Repair the cement around the handballpole in front of the MDF room (Lower Playground) The drinking fountain is stopped up (MPR) Repair or replace the hinges of the handicap stall doors in all boys restrooms (Boys/Girls restrooms)
Safety: Fire Safety, Hazardous Materials	Fair	Remove the cart with the plastic baseball bats in room 209; this room must be clean withno storage (Room 209) Remove any paper and decorations from the doors (Room 102, 104)
Structural: Structural Damage, Roofs	Good	Paint the exterior wall of the community kitchen (Exterior) Repair the rubber mats at the play structure (Upper Playground)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Replace the fire extiguisher box glass (MPR)

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Fair

Last updated: 7/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	49.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	23.0%	25.0%	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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	198	98.02%	49.49%
Male	101	98	97.03%	40.82%
Female	101	100	99.01%	58.00%
Black or African American	16	16	100.00%	43.75%
American Indian or Alaska Native				
Asian	15	15	100.00%	60.00%
Filipino	--	--	--	
Hispanic or Latino	151	149	98.68%	47.65%
Native Hawaiian or Pacific Islander	--	--	--	
White	11	--	81.82%	77.78%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	177	173	97.74%	49.13%
English Learners	142	138	97.18%	46.38%
Students with Disabilities	17	16	94.12%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	200	99.01%	23.00%
Male	101	99	98.02%	24.24%
Female	101	101	100.00%	21.78%
Black or African American	16	16	100.00%	25.00%
American Indian or Alaska Native				
Asian	15	15	100.00%	40.00%
Filipino	--	--	--	
Hispanic or Latino	151	149	98.68%	17.45%
Native Hawaiian or Pacific Islander	--	--	--	
White	11	11	100.00%	54.55%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	177	175	98.87%	20.57%
English Learners	142	140	98.59%	20.71%
Students with Disabilities	17	16	94.12%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/23/2019

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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	12.5%	12.5%	--

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.

Last updated: 1/23/2019

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

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

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

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

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

State Priority: 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

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

	School	School	School	District	District	District	State	State	State
Rate	**2015—16**	**2016—17**	**2017—18**	**2015—16**	**2016—17**	**2017—18**	**2015—16**	**2016—17**	**2017—18**
Suspensions	1.5%	1.5%	0.6%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
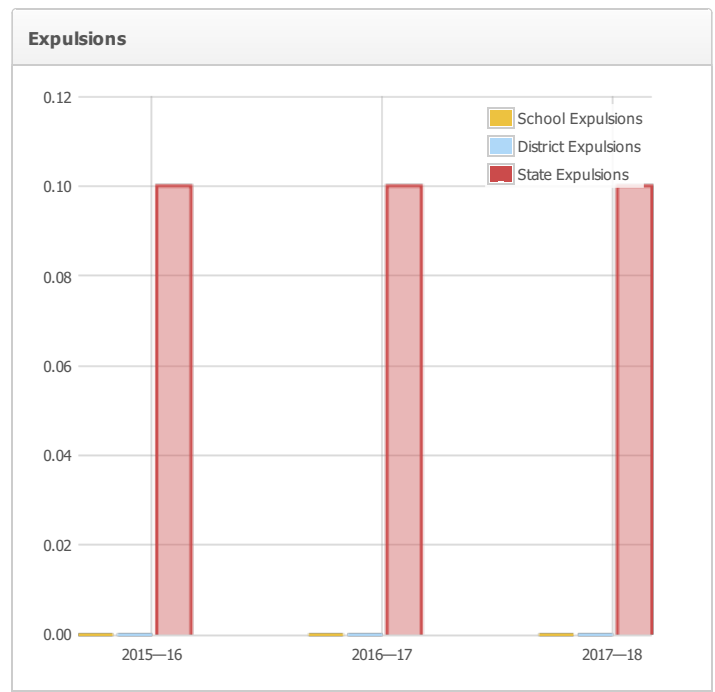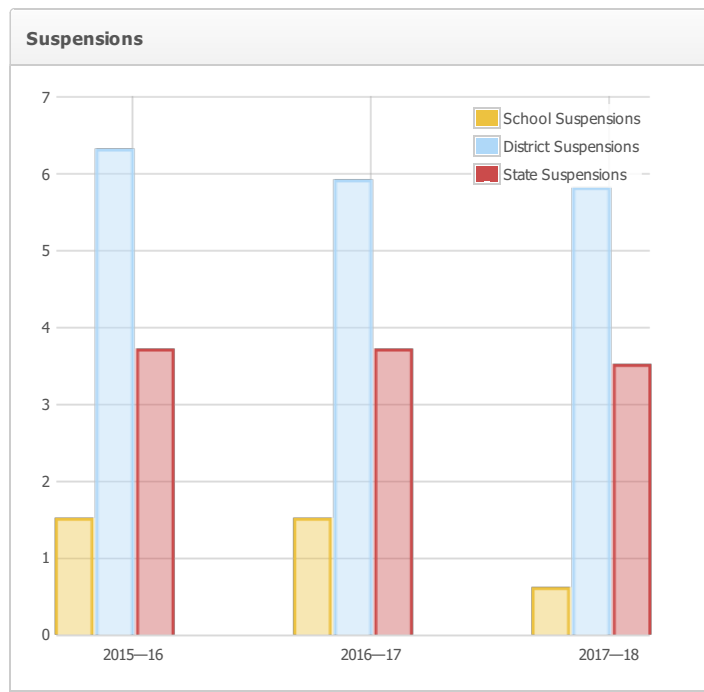
Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	3	1	
1	24.0		3	
2	23.0		3	
3	21.0	1	2	
4	25.0		2	
5	30.0		2	
6	23.0		2	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	21.0	2	1	
2	24.0		3	
3	19.0	3		
4	28.0		2	
5	33.0			1
6	26.0		2	
Other**	6.0	1		

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		4	
1	24.0		3	
2	23.0		3	
3	22.0		3	
4	30.0		2	
5	28.0		2	
6	34.0			1
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.

Last updated: 1/23/2019

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6571.9	$1644.6	$4927.3	$65318.4
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-44.2%	-3.6%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-28.6%	-21.2%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

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

- READ ALOUD LOVE LEARN SUCCESS
- D HARRIS TOURS INC STUDY TRIP TRANSPORTATION
- EAST BAY REGIONAL PARK DISTRICT
- GATEWAY FUND RAISING SERVICE
- STUDY TRIPS
- BAY AREA COMMUNITY RESOURCES
- MILLS COLLEGE
- MIND RESEARCH INSTITUTE ST MATH

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
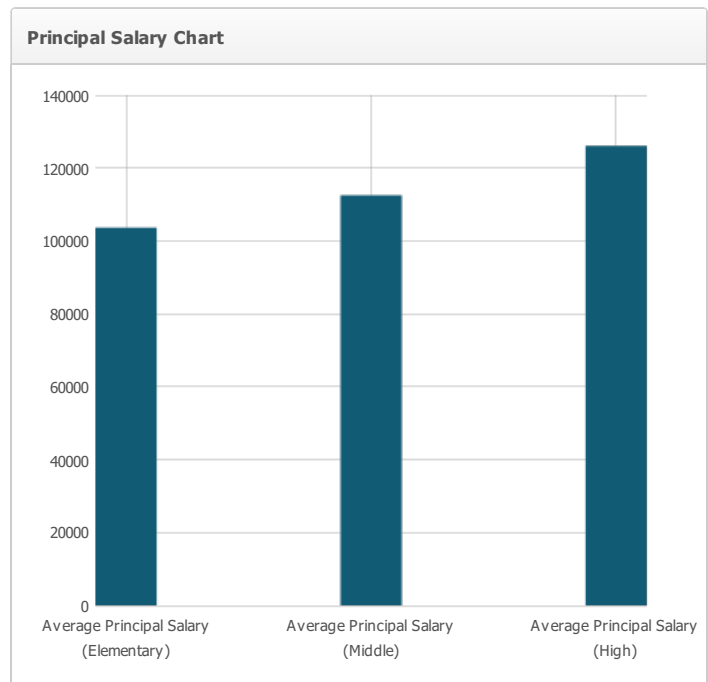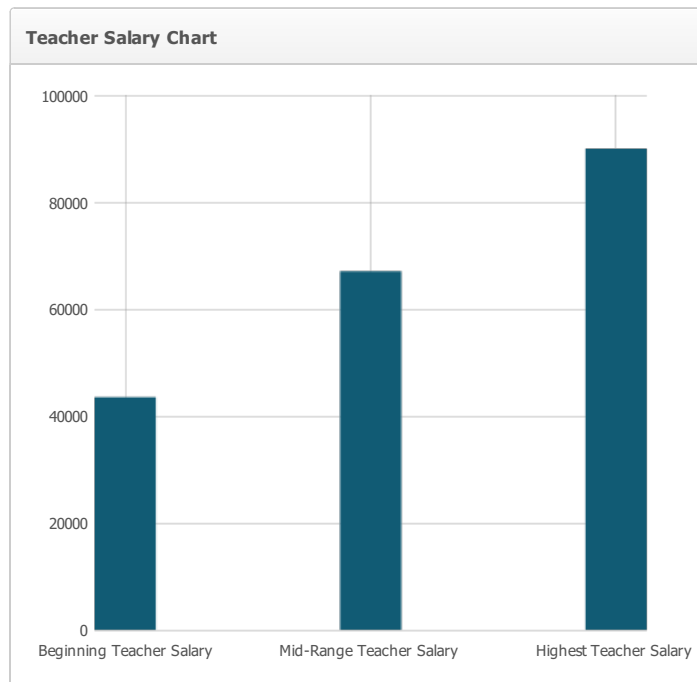
Last updated: 1/23/2019

Professional Development

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 other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, 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 all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, writing through TCRWP, special education, Response to Intervention and educational technology. In addition, training is made available in classroom management, the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Professional Development is provided on an on-going basis. We continue to improve our practice as educators and focus our staff development on cultural responsive teaching with specific emphasis on writing. This year we continue to have courageous conversations around how we can improve our practices in regards to teaching students of color using data driven instruction. Teachers are released for a full day monthly to discuss students' progress or lack thereof and design corrective instruction plans to ensure every student meets or exceed grade level standards. All staff has been trained using Lucy Caulkins writing, Toolbox, and Culturally Responsive Teaching strategies to continue our understanding of how student's learn best.

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

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