

# Rolling Hills Middle School

1585 More Avenue • Los Gatos CA, 95030 • (408) 364-4235 • Grades 5-8

Cynthia Dodd, Principal  
cdodd@campbellusd.org  
www.campbellusd.org

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Rolling Hills Middle School

155 N. Third Street  
Campbell CA, 95008  
(408) 364-4200  
www.campbellusd.org

#### District Governing Board

Danielle M.S. Cohen

Julie Constant

Thomas M. Gemetti

Michael L. Snyder

Juliet Tiffany-Morales

#### District Administration

Dr. Eric Andrew  
**Superintendent**

James Crawford  
**Deputy Superintendent,  
Administrative Services**

Dr. Shelly Viramontez  
**Associate Superintendent, Human  
Resources**

Elizabeth Wolfe  
**Assistant Superintendent,  
Instructional Services**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (408) 364-4235.

### School Description

**COMMUNITY:** Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

Rolling Hills Middle, one of the District's three grade 5-8 middle schools, educates a diverse population of approximately 1000 students from Campbell, Los Gatos and Saratoga. Our staff provides a safe and orderly campus, fosters individual creativity, promotes a culture of respect for all, and encourages students to reach their full potential by engaging in their own learning and giving support back to their community.

### Mission Statement:

RHMS—where a creative, dedicated staff, in collaboration with parents and students, provides dynamic multifaceted learning experiences that inspire young adolescents to be independent, thoughtful, reflective and respectful members of their community. Together we strive to cultivate goal oriented, lifelong learners through engaging learning opportunities which allow students to SOAR.

| 2013-14 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Gr. 2                                     | 2                  |
| Gr. 3                                     | 1                  |
| Gr. 4                                     | 4                  |
| Gr. 5                                     | 97                 |
| Gr. 6                                     | 298                |
| Gr. 7                                     | 309                |
| Gr. 8                                     | 278                |

| 2013-14 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.6                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 21.4                        |
| Filipino                            | 1.7                         |
| Hispanic or Latino                  | 19.2                        |
| Native Hawaiian/Pacific Islander    | 0.7                         |
| White                               | 49.9                        |
| Two or More Races                   | 1.7                         |
| Socioeconomically Disadvantaged     | 19.3                        |
| English Learners                    | 5.8                         |
| Students with Disabilities          | 9.9                         |

## 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                         |       |       |       |
|---|-------|-------|-------|
| Rolling Hills Middle School                 | 12-13 | 13-14 | 14-15 |
| Fully Credentialed                          | 41    | 40.6  | 43    |
| Without Full Credential                     | 1     | 1     | 2     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Rolling Hills Middle School                 | 12-13 | 13-14 | 14-15 |
| Fully Credentialed                          | ◆     | ◆     | 336   |
| Without Full Credential                     | ◆     | ◆     | 0     |
| Teaching Outside Subject Area of Competence | ◆     | ◆     | 0     |

◆ = data not required

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Rolling Hills Middle School  | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0.4   | 0     |

\* "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

| 2013-14 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 100.00                              | 0.00                                    |
| Districtwide  |                                     |   |
| All Schools   | 99.56                               | 0.44                                    |
| High-Poverty Schools  | 99.30                               | 0.70                                    |
| Low-Poverty Schools   | 100.00                              | 0.00                                    |

\* 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.

## Facility Conditions/Planned Improvements (Most Recent Year)

Rolling Hills Middle School, originally constructed in 1963, is comprised of 45 classrooms (including portables), a library, two computer labs, a staff lounge, cafeteria, gymnasium/event center, CampbellCare facility, and a large recreation yard with baseball and track and field areas. Campus-wide improvements have been underway since 2010, including: construction of CampbellCare facility and two new classrooms, roof repairs and replacements, solar panel installation, new exterior walkways, landscaping, parking areas and shade structures funded through Measure G. Planned improvements include classroom window replacements, painting throughout campus. Ceiling mounted projector installation in classrooms is in progress.

## Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

## Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/23/2014**

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned              |
|--|------------------|-------------|-------------|--|
|  | Good             | Fair        | Poor        |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | [ ]              | [X]         |             |  |
| <b>Interior:</b><br>Interior Surfaces                                      | [ ]              | [X]         |             |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [X]              | [ ]         |             |  |
| <b>Electrical:</b><br>Electrical   | [X]              | [ ]         |             |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [ ]              | [X]         |             | Plumbing repairs - 8/2014                              |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [X]              | [ ]         |             |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]              | [ ]         |             |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ]              | [X]         |             | Window replacement, roof repairs scheduled for 2015-16 |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>  |
|  | [ ]              | [X]         | [ ]         |  |

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/>

**The textbooks listed are from most recent adoption:**

**Percent of students lacking their own assigned textbook:**

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2010**

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption   |
|-------------------------------|--|
| <b>Reading/Language Arts</b>  | Grades 5: Houghton Mifflin Reading: Medallion Edition (upgrade adopted 2010)<br>Grades 6-8: Holt Literature and Language Arts (adopted 2003)         |
| <b>Mathematics</b>            | 5: Houghton Mifflin California Mathematics (adopted 2010)<br>6-8: Holt McDougal: California Mathematics (adopted 2008)<br>K-8 (pilot): Eureka Math   |
| <b>Science</b>                | Grade 5: Houghton Mifflin California Science (adopted 2008)<br>Grades 6-8: Holt California Science and Technology (adopted 2008)                     |
| <b>History-Social Science</b> | Grade 5: Houghton Mifflin: History- Social Science for California (adopted 2006)<br>Grades 6-8: Glencoe: Discovering Our Past Series (adopted 2006)  |
| <b>Foreign Language</b>       | Spanish I Title: En Espanol!<br>Grades: 6-8<br>Publisher: McDougal, Littell & Co.<br>Spanish II Title: Nuevas Vistas<br>Grades: 8<br>Publisher: Holt |
| <b>Health</b>                 | Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home.                       |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

| CAASPP Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 11-12  | 12-13 | 13-14 | 11-12    | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science   | 87   | 91    | 90    | 75       | 76    | 70    | 60    | 59    | 60    |

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

| STAR Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 10-11  | 11-12 | 12-13 | 10-11    | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA   | 81   | 81    | 83    | 63       | 64    | 62    | 54    | 56    | 55    |
| Math  | 74   | 73    | 75    | 66       | 66    | 68    | 49    | 50    | 50    |
| HSS   | 73   | 68    | 77    | 47       | 53    | 53    | 48    | 49    | 49    |

\* STAR Program was last administered in 2012-13. 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.

| Academic Performance Index Ranks - Three-Year Comparison |         |         |         |
|--|---------|---------|---------|
| API Rank   | 2010-11 | 2011-12 | 2012-13 |
| Statewide  | 10      | 9       | 10      |
| Similar Schools  | 9       | 9       | 9       |

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 27.3  | 27.3   | 22.7   |
| 7           | 25.7  | 30.7   | 14.5   |

\* 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.

| 2013-14 CAASPP Results by Student Group       |   |
|---|---|
| Group   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| All Students in the LEA                       | 70  |
| All Student at the School                     | 90  |
| Male  | 88  |
| Female  | 93  |
| Black or African American                     | 57  |
| American Indian or Alaska Native              |   |
| Asian   | 95  |
| Filipino                                      |   |
| Hispanic or Latino                            | 80  |
| Native Hawaiian/Pacific Islander              |   |
| White   | 93  |
| Two or More Races                             |   |
| Socioeconomically Disadvantaged               | 76  |
| English Learners                              | 36  |
| Students with Disabilities                    | 65  |
| Students Receiving Migrant Education Services |   |

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

| API Growth by Student Group – Three-Year Comparison |                   |       |       |
|---|-------------------|-------|-------|
| Group   | Actual API Change |       |       |
|   | 10-11             | 11-12 | 12-13 |
| All Students at the School                          | -7                | 1     | 8     |
| Black or African American                           |                   |       |       |
| American Indian or Alaska Native                    |                   |       |       |
| Asian   | 2                 | 3     | -2    |
| Filipino  |                   |       |       |
| Hispanic or Latino                                  | -26               | 5     | 24    |
| Native Hawaiian/Pacific Islander                    |                   |       |       |
| White   | -6                | -4    | -1    |
| Two or More Races                                   |                   |       |       |
| Socioeconomically Disadvantaged                     | -6                | 3     | 43    |
| English Learners                                    | -16               | 24    | -69   |
| Students with Disabilities                          |                   |       |       |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

NOTE: Blanks boxes = N/D

## 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

Our partnerships with the community and families represent one of our greatest assets at RHMS. Parents play an important role through volunteering on campus, fund-raising efforts, chaperoning school events, and participation in various organizations, including the School Site Council, Booster Clubs, and Parent-Teacher Association, Technology Committee, English Language Advisory Committee (ELAC), and Project Cornerstone. Parents who wish to participate in committees or school activities may contact the school office.

### 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.

### School Safety Plan

The School Safety plan for the 2013-14 school year was updated and approved August 15, 2013 and reviewed with staff March 12, 2014.

| Suspensions and Expulsions |       |       |       |
|----------------------------|-------|-------|-------|
| School                     | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 6.4   | 3.4   | 2.1   |
| Expulsions Rate            | 0.2   | 0     | 0.1   |
| District                   | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 5.9   | 3.4   | 2.3   |
| Expulsions Rate            | 0.09  | 0     | 0.0   |
| State                      | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 5.7   | 5.1   | 4.4   |
| Expulsions Rate            | 0.1   | 0.1   | 0.1   |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria   | School | District |
| Made AYP Overall   | No     | Data     |
| Met Participation Rate: English-Language Arts            | for    | this     |
| Met Participation Rate: Mathematics                      | year.  |          |
| Met Percent Proficient: English-Language Arts            |        |          |
| Met Percent Proficient: Mathematics                      |        |          |
| Met API Criteria   |        |          |

| 2014-15 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          | N/A    | In PI     |
| First Year of Program Improvement                   |        | 2009-2010 |
| Year in Program Improvement                         |        | Year 3    |
| Number of Schools Currently in Program Improvement  |        | 3         |
| Percent of Schools Currently in Program Improvement |        | 75.0      |

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Academic Counselors and Other Support Staff at this School |      |
|--|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor   | 0.7  |
| Counselor (Social/Behavioral or Career Development)        | 0.7  |
| Library Media Teacher (Librarian)                          | 0    |
| Library Media Services Staff (Paraprofessional)            | 0.75 |
| Psychologist   | 1    |
| Social Worker  | 0    |
| Nurse  | 0.35 |
| Speech/Language/Hearing Specialist                         | 0.5  |
| Resource Specialist  | 3    |
| Other  | 0.04 |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   | 989  |

\* 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.

| Average Class Size and Class Size Distribution |      |    |    |                       |    |    |       |    |    |     |    |    |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size                             |      |    |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |      |    |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
| Grade  | 12   | 13 | 14 | 12                    | 13 | 14 | 12    | 13 | 14 | 12  | 13 | 14 |
| Gr. 1  |      | 2  |    |                       | 1  |    |       |    |    |     |    |    |
| Gr. 2  |      | 1  | 2  |                       | 1  | 1  |       |    |    |     |    |    |
| Gr. 3  |      | 2  | 1  |                       | 1  | 1  |       |    |    |     |    |    |
| Gr. 4  |      | 2  | 4  |                       | 1  | 1  |       |    |    |     |    |    |
| Gr. 5  | 26.6 | 19 | 15 | 2                     | 20 | 23 | 15    | 26 | 21 | 0   | 2  |    |
| Gr. 6  | 3.7  | 20 | 22 | 6                     | 34 | 30 | 0     | 56 | 61 | 0   | 11 | 5  |
| Other  | 0    |    |    | 10                    |    |    | 0     |    |    | 0   |    |    |
| English  | 28.2 | 26 | 21 | 1                     | 4  | 11 | 16    | 15 | 18 | 1   | 2  |    |
| Math   | 25.1 | 28 | 27 | 7                     | 3  | 3  | 11    | 12 | 13 | 2   | 5  | 5  |
| Science  | 28.6 | 29 | 29 | 2                     | 1  | 3  | 15    | 17 | 17 | 0   |    |    |
| SS   | 28.8 | 28 | 27 | 1                     | 1  | 2  | 14    | 16 | 17 | 2   | 1  | 1  |

\* 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.

| FY 2012-13 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$48,808        | \$41,507                                     |
| Mid-Range Teacher Salary                       | \$73,068        | \$67,890                                     |
| Highest Teacher Salary                         | \$87,960        | \$86,174                                     |
| Average Principal Salary (ES)                  | \$112,725       | \$109,131                                    |
| Average Principal Salary (MS)                  | \$118,374       | \$111,937                                    |
| Average Principal Salary (HS)                  | \$0             | \$109,837                                    |
| Superintendent Salary                          | \$206,936       | \$185,462                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 41              | 42   |
| Administrative Salaries                        | 7               | 6  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 4860.87                | 280.79     | 4616.10      | 72351.19               |
| District   | ◆                      | ◆          | 4860.87      | \$70,805               |
| State  | ◆                      | ◆          | \$4,690      | \$70,788               |
| Percent Difference: School Site/District                           |                        |            | -5.0         | 2.2                    |
| Percent Difference: School Site/ State                             |                        |            | -1.6         | 2.2                    |

◆ = data not required

### **Types of Services Funded at Rolling Hills Middle School**

In addition to general state funding, Campbell Union School District received state and federal funding for the following special programs in 2013-14.

- Title I, Part A: Basic Grant
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

### **Professional Development provided for Teachers at Rolling Hills Middle School**

Campbell Union School District's work year calendar allocated three full-day Professional Development days in the 2012-2013 school year, three in 2013-2014, and four are planned for 2014-15. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

### **PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:**

The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the needs of all learners through a variety of Common Core aligned assessments. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

### **METHODS OF PD:**

We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

### **HOW TEACHERS ARE SUPPORTED:**

We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.