

# Shadow Hills 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Shadow Hills Middle School
<b>Street</b>	37315 60th St. East
<b>City, State, Zip</b>	Palmdale, CA 93552-5462
<b>Phone Number</b>	(661) 533-7400
<b>Principal</b>	Dr. Donna Campbell
<b>E-mail Address</b>	<a href="mailto:decampbell@palmdalesd.org">decampbell@palmdalesd.org</a>
<b>Web Site</b>	
<b>CDS Code</b>	19648576115281

<b>District Contact Information</b>	
<b>District Name</b>	Palmdale Elementary
<b>Phone Number</b>	(661) 947-7191
<b>Superintendent</b>	Raul Maldonado
<b>E-mail Address</b>	Djnardi@palmdalesd.org
<b>Web Site</b>	www.palmdalesd.org

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

The Mission of Shadow Hills is to deliver rigorous, standards-based instruction to all students, while providing a safe environment and encouraging personal accountability in order to provide opportunities for success in society.

The Shadow Hills Intermediate School staff will build a school atmosphere that is respectful and responsive. A warm, welcoming environment for all of the educational community will be fostered, along with an awareness of the fact the intermediate school experience is a vital bridge between Elementary School and High School. Priorities include reinforcing the Palmdale School District character traits of being trustworthy, responsible, respectful and fair.

The Vision of Shadow Hills: Shadow Hills Intermediate School engages students in a rigorous curriculum, emphasizing positive accountability and respectful interaction school-wide.

#### **School Description:**

Shadow Hills Middle school is a sixth, seventh and eighth grade school located in Palmdale, California. Shadow Hills opened its doors in 1998. We currently serve a population of 806 students. Our population is becoming more diverse with each passing year. Our student population is 17.6% African American, 3.8% Filipino, 71.5% Hispanic/Latino, 7.1% White. Seventeen percent of our student population qualifies as Limited English Speaking Students, with the majority of them having Spanish as their native language. Ten percent of our student population qualifies for Special Education Services. Shadow Hills has 11% of their student population identified as Gifted and Talented. Due to our high percentage of students on free and reduced lunch (81%), Shadow Hills is a school wide Title I program school.

Shadow Hills is very proud of its 40 member teaching staff. The average years of teaching experience at Shadow Hills is 16 years, with 100% of teachers being fully credentialed, and 100% are CLAD certified. The school consists of 32 general education classroom teachers. High Achieving and GATE students are clustered together in Honors Classes broken up by grade level. Exploratory classes are provided in the areas of Music, Business Computers, English Language Development, Language Arts Intervention, AVID, Robotics, Culinary Arts, Geometric Design, and Computer Game Design. We have 4 teachers who provide a well rounded physical education experience to all students.

Special Education services are provided by 2 Special Day Teachers, 3 Resource Specialists, a shared Speech Teacher, a Counselor, and a Psychologist. Instructional aides/ paraeducators are provided for each of the Special Education classes.

The office staff consists of a Principal, 2 Assistant Principals, a Librarian, a Media Technician, Secretary, Attendance Clerk, Health Aide, Parent Liaison, and one administrative clerk.

Shadow Hills received a two year WASC accreditation, with a mid-year review in 2017.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	411
<b>Grade 8</b>	462
<b>Total Enrollment</b>	873

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	16.3
American Indian or Alaska Native	0.9
Asian	1.1
Filipino	1.4
Hispanic or Latino	75.5
Native Hawaiian or Pacific Islander	0.1
White	3.7
Two or More Races	0.8
Socioeconomically Disadvantaged	87.5
English Learners	13.3
Students with Disabilities	13.4
Foster Youth	2.4

## 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	37	32	41	810
Without Full Credential	0	1	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	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
<b>This School</b>	75.0	25.0
<b>All Schools in District</b>	88.8	11.2
<b>High-Poverty Schools in District</b>	89.0	11.0
<b>Low-Poverty Schools in District</b>	61.9	38.1

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:** September 2015

All students are provided with appropriate textbooks in each curriculum area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
<b>Mathematics</b>	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
<b>Science</b>	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
<b>History-Social Science</b>	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
<b>Foreign Language</b>	7-8: Pearson Learning 2011	Yes	0

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

Shadow Hills Intermediate School's facility consists of a main office building with 2 conference rooms, 35 classrooms, teacher lounge, 5 teacher workrooms, a media center, a music room, library, full sized gym with stage, track, field, cafeteria with an outdoor eating area, and a multipurpose room. We take pride in keeping our school grounds and buildings clean on a regular basis. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### 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
<b>English Language Arts/Literacy</b>	31	37	29	31	44	48
<b>Mathematics</b>	23	26	19	19	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	7	418	415	99.3	37.9
	8	467	463	99.1	35.4
Male	7	212	210	99.1	28.7
	8	242	241	99.6	30.3
Female	7	206	205	99.5	47.3
	8	225	222	98.7	41.0
Black or African American	7	70	69	98.6	15.9
	8	72	71	98.6	38.0
Hispanic or Latino	7	314	313	99.7	41.0
	8	354	351	99.2	33.9
White	7	11	11	100.0	27.3
	8	25	25	100.0	32.0
Socioeconomically Disadvantaged	7	376	374	99.5	35.9
	8	402	398	99.0	32.2
English Learners	7	41	39	95.1	2.6
	8	50	48	96.0	6.3
Students with Disabilities	7	61	60	98.4	10.2
	8	54	54	100.0	

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	7	416	411	98.8	24.6
	8	416	411	98.8	24.6
Male	7	212	209	98.6	24.0
	8	212	209	98.6	24.0
Female	7	204	202	99.0	25.3
	8	204	202	99.0	25.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	7	68	66	97.1	6.2
	8	68	66	97.1	6.2
Hispanic or Latino	7	314	312	99.4	26.3
	8	314	312	99.4	26.3
White	7	11	11	100.0	27.3
	8	11	11	100.0	27.3
Socioeconomically Disadvantaged	7	374	370	98.9	22.8
	8	374	370	98.9	22.8
English Learners	7	41	38	92.7	2.6
	8	41	38	92.7	2.6
Students with Disabilities	7	61	59	96.7	11.9
	8	61	59	96.7	11.9

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
<b>Science (grades 5, 8, and 10)</b>	58	64	51	48	49	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	466	462	99.1	51.1
Male	242	241	99.6	51.5
Female	224	221	98.7	50.7
Black or African American	72	71	98.6	50.7
Hispanic or Latino	353	351	99.4	49.9
White	25	24	96.0	62.5
Socioeconomically Disadvantaged	401	397	99.0	49.1
English Learners	50	50	100.0	12.0
Students with Disabilities	54	54	100.0	27.8

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	20.4	38.2	27.1

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)**

Shadow Hills has various opportunities for parents to become involved. Shadow Hills maintains a School Site Council, English Language Advisory Council, and an AVID Leadership Team all of which conduct monthly meetings. AVID Parent meetings are held each semester. Parents also participated in the WASC committee. Parents are encouraged to run for office and attend monthly meetings for these governing/advisory bodies. Visit the school's website [www.palmdalesd.org](http://www.palmdalesd.org) for meeting dates and times. A Title 1 Meeting is held at the beginning of the year to inform parents about budget, school improvement and other pertinent information pertaining to Shadow Hills. The principal holds a monthly Coffee and Conversation meeting to keep parents informed of everything happening at Shadow Hills. Six Parent Academies were held in the Spring to inform parents on a variety of education related topics. Parents desiring to assist in the classroom or as chaperons for field trips will need to complete the volunteer application process through our District 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.

### 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
<b>Suspensions</b>	22.7	15.1	12.5	6.4	5.6	5.3	4.4	3.8	3.7
<b>Expulsions</b>	0.2	0.0	0.7	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

In compliance with Senate Bill 187 and Education Code 35294.6, Shadow Hills has developed a comprehensive safety plan. This plan is updated yearly and was recently updated following the SIMS model and Incident Command System (ICS). The elements of this plan include disaster preparedness and procedures for events such as a fire, earthquake, flood, smog, school riot, bomb threat, chemical spills, severe weather, community riot, airplane disaster, nuclear explosion, and external violent threat. The Emergency Preparedness Plan includes an evacuation map. Both have been reviewed with staff and students and are posted strategically in every classroom and throughout the school. Shadow Hills conducts routine emergency preparedness drills to ensure the safety and well-being of students and staff in the event there is a need for such an evacuation. A Safety Committee meets monthly to review safety concerns on campus, plan drill exercises, and plan safety trainings for the staff. The staff also participates in the district on-line safety trainings.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2003-2004	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	23
<b>Percent of Schools Currently in Program Improvement</b>	N/A	88.5

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+
<b>English</b>	25	11	25	7	26	8	18	13	27	5	23	5
<b>Mathematics</b>	26	6	29	4	28	5	15	12	23	12	23	1
<b>Science</b>	27	5	20	8	29	3	16	12	30	2	19	8
<b>Social Science</b>	27	5	20	9	30	4	11	16	32	2	12	13

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	1	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other		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	\$254.30	\$196.56	\$57.75	\$62,620.59
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	-32.1	-7.1
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-98.9	-14.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

Title I supplementary services consist of: after school tutoring, additional instructional materials to supplement the core academic program, training the teachers in AVID strategies, student recognition and education related technology.

English Learners are clustered by ability level. All EL students are serviced with either an English Language Development class, AVID, Language! or special education class. All EL students are provided opportunities to advance from one ability level to the next with the final goal of being exited from the program entirely through the reclassification process. English Learner students have access to multilingual dictionaries in all of their classes. Students who are new to the country or who have a very limited English vocabulary have multilingual dictionaries assigned to them. The ELD program seeks to develop fluency in English, reinforce positive self-concepts, provide equal opportunity for academic achievement and promote cross-cultural understanding. Bilingual staff assist parents, students, and teachers with translation services.

Special Education Services are available to school-age children with identified disabilities. Eligibility for these services is determined by an Individualized Education Planning (IEP) team in compliance with existing state and federal laws. These services include supplementary instruction from a Resource Specialist, Speech Pathologist, and/or Adaptive Physical Education Certified Teacher. The Special Education Teachers work in collaboration with the General Education Teachers to ensure students are performing to the best of their ability.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
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)**

Teachers meet frequently within and across grade levels in lesson study, and department specific PLC's to plan and discuss what they are doing and how to coordinate instruction. Interdisciplinary teams also meet during bank time. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on the Common Core standards, the California Standards for the Teaching Profession, and research-based BEST practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.