

# Mill Street Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Mill Street Elementary School
<b>Street</b>	835 Second Street
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	(530) 865-1240
<b>Principal</b>	Samuel M. Hess
<b>Email Address</b>	shess@orlandusd.net
<b>Website</b>	mill.orlandusd.net
<b>County-District-School (CDS) Code</b>	11754816007488

Entity	Contact Information
<b>District Name</b>	Orland Unified School District
<b>Phone Number</b>	(530) 865-1200
<b>Superintendent</b>	Dwyane Newman
<b>Email Address</b>	dnewman@orlandusd.net
<b>Website</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>

### School Description and Mission Statement (School Year 2019-20)

**Mission:**

Mill Street’s mission is to seek excellence in academics and social/emotional learning through high expectations and lasting relationships with students, families, and the community.

**Vision:**

Our vision includes providing a safe space for students to thrive, promoting academic excellence through standards-based instruction, nurturing the talents and abilities of each student, developing responsible citizens, functioning as a culture of collaboration with all students on the path to college and career readiness by being academically and socially ready for the next grade level.

Mill Street School will continue to develop our English/Spanish, Dual Immersion Instructional Program. By the 2019/2020 school year, the Dual Immersion program will be fully implemented with two classes in each grade level, K-2. We are committed to providing an academically challenging, standards-based instructional program to ensure that students will become bilingual, bi-literate, and bicultural with advanced levels of communication in both languages.

Mill Street School is also dedicated to social and emotional learning by providing our students, staff, and parents with SEL supports from a full-time, certificated, social and emotional learning coach.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	227
<b>Grade 1</b>	144
<b>Grade 2</b>	140
<b>Total Enrollment</b>	511

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.6
Asian	2.3
Filipino	0.6
Hispanic or Latino	70.6
White	24.5
Socioeconomically Disadvantaged	80.2
English Learners	38.6
Students with Disabilities	9.8
Foster Youth	1.2
Homeless	1.4

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	27	27	114
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019, December

Reading and Writing

Mill Street School will use the Benchmark Advance & Adelante (purchased in 2017) Language Arts curriculum to support ELA instruction as well as designated ELD. In Kindergarten, students are expected to identify and know the sound of every letter of the alphabet and begin to read C-V-C words. By the end of first grade, students should be reading a level 17 book with appropriate fluency and comprehension and be able to write a cohesive paragraph with few errors. When students leave our school at the end of second grade, they are expected to be able to write a two-paragraph essay and read small chapter books. Student progress is measured using the curriculum-embedded assessments as well as teacher-created district progress assessments.

**Math**

Using the math adoption of Houghton Mifflin Harcourt GoMath! (purchased in 2016), teachers are building foundational skills in number sense, algebra, measurement and geometry to prepare students for the next year. Student progress is measured using curriculum-based assessments as well as teacher-created assessments that are aligned with the Common Core Standards and practices.

**Science**

Houghton Mifflin -Students learn the NGSS science standards starting in kindergarten (CA NGSS) as required by California Education Code 60605.85. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses.

**Social Science**

Pearson- Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history.

**Textbooks**

Our language arts, math, ELD, social studies and science curriculum were selected from the SBE approved publisher's list. Each student has access to this curriculum and to his or her own textbook in every curricular area.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Adopted Curriculum (2017) Benchmark Adelante Curriculum (2017)  Read Naturally (Live)  STAR Accelerated Reader  SIPPS  Foundations in Sounds  Bartons 1-3  iReady Reading	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt California Adopted Curriculum --"Go Math!" (2016)  iReady Math	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Houghton Mifflin California Adopted Curriculum	No	0
History-Social Science	Pearson Scott Foresman California Adopted Curriculum	No	0

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

Overall our facilities are well maintained. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. To assist in this effort, the district works with staff and parents as well as uses a Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.orlandusd.net/Schools/Accountability/index.html>.

This school has 27 classrooms, a cafeteria, a library media center, and an administration building. Each classroom is attended to every day and bathrooms are cleaned daily by our custodians. There are three playgrounds. The school site has a security system in place, along with a public address system and bell system. Each classroom is equipped with age-appropriate furnishings. Students are supervised on the playground beginning at 7:30 am, at all recesses, and while waiting to board the buses in the afternoon.

District 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. During the 2008-2009 school year, Hilliard Co was hired to map out a custodial schedule to make sure adequate time was allotted to each campus to ensure cleanliness. During the 2009-2010 year, local bond funds (Measure K), and state matching funds were used to install new air conditioning units for all buildings, install the perimeter fence, and upgrade the playground equipment and flooring. Construction on our new cafeteria was completed in the summer of 2013 and open at the beginning of the 2013-14 school year. During the spring/summer of 2018 new solar structure that also provides shade was erected on the south playground area. During the summer of 2019 new fascia was installed throughout Mill Street School.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 9/20/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Of./Rms.2-17 M.C.: 1) Insufficient electrical outlets due to the increase of computers in the classrooms. 2) Restrooms need to be upgraded. 3) Playground needs to be resurfaced.
<b>Overall Rating</b>	Fair	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>						
<b>Mathematics (grades 3-8 and 11)</b>						

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

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			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

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#### Parent Involvement

Ongoing research shows that family engagement in schools improves student achievement, improves social/emotional learning, reduces absenteeism, improves the likelihood of graduation from high school, and restores parents' confidence in their children's education. Mill Street School has an active parent participation component. We have a Parent Club that meets monthly to help the school organize annual events including the school carnival, winter concert, activity nights, student health fair, and other special events. Many classrooms have a "Room Parent" who organizes parent helpers in and out of the classroom and communicates important classroom information with other parents. Our parents also help teachers supervise students on field trips and with special activities in the classroom. Our parents serve on the ELAC/DELAC Committee and School Site Council. Mill Street School offers informational nights such as Back to School Night, Parent Conferences, Title 1 meeting, Open House, Learn with a L.E.O., Halloween Carnival, and much more. Our Dual Immersion program has also been actively designing parent involvement opportunities to reflect the culture of our language program with opportunities such as Dia de los Muertos celebration, Cinco de Mayo, and Ballet Folklorico. All parents go through a district screening before they can help in the classroom. Parents can contact the school principal, Samuel M. Hess, at (530) 865-1240 to find out how they can get involved at Mill Street School.

#### Homework

Our teachers assign homework four days a week. They send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Teachers also assign reading for at least 15 minutes per night. Students are also encouraged to work nightly on iReady and other digital learning programs. We offer homework assistance throughout the school year through our after-school program, SPARK, and other targeted after-school targeted interventions. Bilingual support is offered in the form of our bilingual services clerk and the SFRC as needed for families who need occasional assistance with communication or homework.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.6	4.7	1.5	6.7	6.1	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Our buildings are well maintained and safe. The school social environment is very positive, highlighted by our Positive Behavior Intervention System or PBIS. Mill Street School is committed to following our 4 PBIS traits. These traits are being kind, being safe, being responsible, and being a problem solver. These PBIS principals are further supported by our SEL or social/emotional learning coach. The principal, teachers, staff, parents, and students actively work together to ensure everyone’s safety and well being. Parents receive a copy of our school expectations in the Parent Handbook, and parents/guardians, students, and teachers sign the Parent Compact at the beginning of each school year. All classrooms utilize the PBIS system including “caught you being good” cards and by practicing being a “bucket filler.” These strategies help to further develop students’ social and emotional learning capacities. The principal and staff are present, proactive, and attentive to the needs of all our students to ensure that Mill Street is a positive, enriching, and safe learning environment.

Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosions, weapons, bomb threats, and evacuation and relocation procedures. Notification of emergencies are announced by the principal (or admin designee) via an appropriate communication device or written notice. Teachers/staff are highly versed in the school safety plan and have been trained in action, evacuation, and relocation procedures. By law, evacuation routes are posted in each classroom. Fire drills, earthquake drills, and Lockdown/Shelter in place drills are practiced three times each for a total of nine times throughout the school year. Administration, support staff, supervisors, custodians, office personnel and teachers have access to a phone or 2-way radio communication at all times. Additionally, in 2019/2020, OUSD has systemized and upgraded its two-way radio communications to include a district and city-wide scan so that all school employees and administration with a two-way radio can communicate on a secured network. In 2018/2019 a school-wide Volcom Intercom system was installed, further developing communication capacities across the campus. Security cameras were installed and are active across the campus at different vantage points to add an extra layer of security. The school is free of graffiti and vandalism and security checks are done regularly. The School Safety Plan is updated and board approved annually in accordance with Senate Bill 187.

## 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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	6		62	4	7	1	125	4	7	3
1	24	1	6		24		6		23	1	5	
2	23		7		23		7		23	2	4	
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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,805	\$2,148	\$8,657	\$65,518
District	N/A	N/A	\$8,657	\$65,518.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	14.2	-10.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Mill Street School uses Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, and supplies. All categorical spending is detailed in our Single School Plan for Student Achievement and approved by our School Site Council and our Board of Education. In addition, we receive lottery funds to fund site needs and classroom budgets. Mill Street Parent Club helps to fund our ASB through fund-raisers to pay for class trips, special projects or programs.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,374	\$46,208
Mid-Range Teacher Salary	\$61,614	\$72,218
Highest Teacher Salary	\$90,657	\$92,742
Average Principal Salary (Elementary)	\$99,158	\$134,864

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$105,845	\$118,220
Average Principal Salary (High)	\$109,545	\$127,356
Superintendent Salary	\$182,703	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Built into the school year are seven modified "Banking" school days that allow for teacher professional development. Teachers, in collaboration with the administration and district, work together at the beginning of the year as a committee to plan the content of these days according to the previous year's assessment data and the school-wide/district professional development goals. In addition to the "Banking" school days, OUSD offers a menu of professional learning opportunities referred to as "Up Days" where teachers have the option to pick from a variety of professional development topics to prepare for the upcoming school year. These optional professional learning days are offered the week leading up to the start of the school year.

Other major areas of focus for professional development for the year 2019/2020 include the fidelity of use for iReady Math and iReady ELA, Illuminate training, Trauma-Informed School Training, Social and Emotional Learning, Bartons training, Foundations in Sounds training, Benchmark Advanced/Adelante, and GoMath!. In 2019/2020, to further develop the instructional practices around math, each classroom teacher will be provided a 4-part math professional learning series focused on the standards of mathematical practices, number talks, and math applications. Delivery of this staff development will be by third-party vendors, professional development conferences, release time to attend workshops during the day, "extra-duty" paid hours on weekends and/or vacations, or during staff meetings. During the implementation of this staff development, teachers are supported through in-class coaching, mentor teacher, teacher-principal meetings, and collaboration with grade-level teams.

In addition to the above described "Banking" days and "Up Days" every Wednesday is a "modified" school day where students are released 60-minutes early and teachers and stakeholders meet in their grade-level professional learning teams. This collaboration time consists of focused discussions on student data, essential standards, curricular pacing schedules, effective teaching strategies, formative assessment, and student intervention and enrichment groups.