Price Intermediate School (C.K. Price Middle School)
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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 principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Price Intermediate School (C.K. Price Middle School)
Street	1212 Marin Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1225
Principal	Kelly Haight
E-mail Address	khaight@orlandusd.net
CDS Code	11754816007496

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Bob Douglas
E-mail Address	bdouglas@orlandusd.net
Web Site	http://www.orlandusd.net

School Description and Mission Statement (Most Recent Year)

Principal's Message

C.K. Price Middle School is a small intermediate school that includes grades 6, 7 and 8. Teachers and staff at C.K. Price Intermediate focus on providing a quality education that adheres to district-adopted curriculum and the California Common Core Standards. Student enrollment for the 2013 - 2014 school year is 468. At C.K. Price, all staff are committed to the continuous school improvement process and a focus on safety and student achievement.

Mission Statement

C.K. Price Middle School is committed to developing children who are confident and creative builders of their future. As we focus on the whole child, our integrated program blends academics, music, art, athletics and extra-curricular activities. Expectations are for students, parents, teachers, and staff to meet all challenges with openness, enthusiasm, perseverance and willingness to solve problems. We aim for an atmosphere of cooperation, with respect for individual differences and diverse community values.

Focus for Improvement

Beginning in the 2007-2008 school year, C.K. Price implemented an "early release" schedule which allows teacher teams (Professional Learning Communities) to meet almost every Wednesday to collaborate. Collaboration topics include but are not limited to: review achievement results, discuss lessons, share curriculum, develop lesson plans, meet with administration, and other school improvements. All of this work is focused on reflective instructional practice and improving student learning.

The implementation of the Common Core State Standards (CCSS) is the biggest change and focus in our school and in our district. Teachers are working in grade level teams, departments, with administration and individually to develop common core lesson plans. Our goal is to create common core units which incorporate the CCSS, while developing appropriate assessments and rubrics to monitor student learning.

With the implementation of the CCSS, the staff is focusing on the 4 C's. Collaboration, critical thinking, creativity and communication are essential skills that students must be taught. Most all classroom configurations of student seating have been changed to accomplish this. Students work in small groups to enhance exchange of ideas and collaboration to solve problems.

Technology is also another important aspect of CCSS. Every classroom is outfitted with a teacher and student computer. There is a computer lab with 30 computers, a Chrome Book lab with 25 machines and the media center contains 15 more computers. We offer four sections of a computer elective.

C.K. Price provides supplementary support before and school for struggling students. "Homework Club" is offered every morning before school staffed by one teacher and one classified staff member who can assist students with homework and tutoring.

School Climate and Extracurricular Activities

Current Student Council and club options provide activities that support and promote a positive and productive learning environment. Current clubs available include Leadership, Yearbook, Builder's Club, CJSF, Club Live, GATE and a full selection of sports for boys and girls including soccer, volleyball, basketball, and track. C.K. Price also offers a full complement of music and band courses including choir, beginning and advanced band and a musical theater class.

The Leadership Class at C.K. coordinates regular, positive events for students and their families including dances, Family Movie Nights, fundraisers, rallies and assemblies and presentations that engage middle school students and encourage a positive school climate.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	153
Grade 7	151
Grade 8	164
Total Enrollment	468

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	0.2
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.0
White	32.3
Two or More Races	0.6
Socioeconomically Disadvantaged	78.6
English Learners	19.9
Students with Disabilities	11.3

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	22	21	19	104
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	1
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	97.45	2.55
High-Poverty Schools in District	97.45	2.55
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: August 2014

Textbooks

The Orland Unified School District policy is to provide only standards aligned textbooks and Instructional Materials. District adoption of new curriculum, standards and instructional materials follow California Department of Education time lines. Purchases of new texts and supporting materials are based on district adopted curriculum standards. Texts and supporting materials are provided throughout the district on a basis of a minimum of one per student. Teachers and Administrators participate in district provided early release day in-services which are scheduled most Wednesday's of the school year.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards. It is the expectation that all teachers will teach, assess, and monitor student progress relative to state standards. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. All content standards for all grade levels are available on-line at: www.cde.ca.gov.

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Reading and Writing

We use the SBE adopted curriculum from publish Holt (2007) for all English classes and include locally approved supplementary materials including Accelerated Reader and Scholastic News.

Math
We purchased SBE-adopted College Preparatory Math (CPM) in the spring of 2014. All math classes in grades 6-8 (and also grade 9 this year at the high school) are usuing CPM math. All four math teachers are attending regular professional development with the publisher throughout the year.

The C.K. Price math department has attended many professional development trainings this school year. We have been working with other schools within the county. The county recently hired a math coordinator/coach. Our school has good positive collaboration and communication with the math coordinator. We also work closely with the high school math department, while planning curriculum, assessments and other changes in which the common core is bringing.

Science

The science program focuses on earth science in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study life science, covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the physical sciences and chemistry. Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy.

Two Science and two math teachers are attending a series of grant-funded STEM workshops this year.

Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	6th 7th and 8th Grade English- Holt Literature & Language Arts and Holt Handbook (Holt, Rinehart and Winston) 2007 LANG!- LANGUAGE- (Sopris West)	Yes	0
Mathematics	College Preparatory Mathemathics (CPM) 2014	Yes	0
Science	CPO Science 80 Northwest Blvd. Nashua, NH 03063 www.cposcience.com	Yes	0
History-Social Science	McGraw Hill Glencoe California Series 2006 6th grade: Discovering Our Past: Ancient Civilizations 7th grade: Discovering Our Past: Medieval and Early Modern 8th grade: Discovering Our Past: The American Journey to WWI	Yes	0
Foreign Language	n/a		0
Health	n/a		0
Visual and Performing Arts	(Musical Theater) Bach To Rock by Rosemary Kennedy published by Rosemary Corp. (Band)I Standard of Excellence Volume 1 & 2 by Bruce Pearson, published by Neil A. Kjos Music Company (Band) Share The Music (from 1995) published by McGraw-Hill		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school was built in 1949 and remodeled in 1998. Major construction began on campus in the fall of 2009. A new gymnasium and cafeteria complex has been constructed with an opening date of October 2010. A new two-story building was completed July 2012. The new two-story houses the Media Center, science lab as well as ten classrooms. The new building replaced the older portables that currently house our sixth grade, opportunity and Special Education classes. .

Currently our school includes ten buildings, of which one is a portable. On an average day, 504 students and staff occupy these buildings, utilizing 80 percent of our capacity.

The bathrooms in our school contain 31 toilets, all of which were in good working order when we surveyed the building.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/9/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	P.E. Shower Facility: 1) Restrooms need to be remodeled
Electrical: Electrical	[ ]	[X]	[ ]	Rooms 1 - 6 & Rooms 10 -13: 1) Insufficient electrical outlets due to the increase of computers in the classroom. 2) Single-pane windows need to be replaced with new framing and thermo-pane windows. Rooms 1 - 6 & Rooms 10 -13: 1) Insufficient electrical outlets due to the increase of computers in the classroom. 2) Single-pane windows need to be upgraded
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Main Office / Music Rm. / Rms. 15a & 15b / Rm. 16: 1) Two office restrooms need to be upgraded . 2) Hallway restrooms need to be upgraded . 3) Roof needs replaced P.E. Shower Facility: 1) Restrooms need to be remodeled
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Main Office / Music Rm. / Rms. 15a & 15b / Rm. 16: 1) Two office restrooms need to be upgraded compliant. 2) Hallway restrooms need to be upgraded . 3) Roof needs replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Rooms 1 - 6 & Rooms 10 -13: 1) Insufficient electrical outlets due to the increase of computers in the classroom. 2) Single-pane windows need to be replaced with new framing and thermo-pane windows. Rooms 1 - 6 & Rooms 10 -13: 1) Insufficient electrical outlets due to the increase of computers in the classroom. 2) Single-pane windows need to be upgraded

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	FALSE	[ ]	[ ]

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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	49	46	30	45	42	39	60	59	60

Note: Science 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39
All Student at the School	30
Male	32
Female	28
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	
White	39
Two or More Races	
Socioeconomically Disadvantaged	26
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41	45	40	38	42	38	54	56	55
Mathematics	39	38	35	37	37	37	49	50	50
History-Social Science	31	33	27	35	35	31	48	49	49

Note: 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	4	2	3
Similar Schools	4	2	3

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	22	-14	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	-32	21
Native Hawaiian/Pacific Islander			
White	25	24	-14
Two or More Races			
Socioeconomically Disadvantaged	29	-19	10
English Learners	13	-44	26
Students with Disabilities			

Note: "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.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.1	16.3	40.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parental Involvement

At C.K. Price, we welcome parent involvement. Research shows that students whose parents are involved in their education generally achieve higher grades and test scores, attend school more regularly, do their homework more consistently and exhibit more positive attitudes and behavior.

Parents have 24 hour a day access to their child's school information including grades, behavior, and attendance. This tool is updated weekly and parents have immediate feedback on their student's progress. This system is called "Parent Portal". When accessing the portal, users get live data while being able to access the teacher's grade books to see which assignments have been completed and their scores. Students also have an email address and can access the portal along with their parents.

Parents are encouraged to visit the school office any time and stay in touch with their student's teachers and counselor by utilizing the on–line staff phone and email directory. Additionally, parents are encouraged to shadow (attend class with) their students and participate as volunteers in the classroom. They support the annual teacher appreciation celebration and help chaperone field trips and dances. We also welcome community participation, including donations of time, money, materials and expertise.

Each year, parents play an active part in our school as volunteers, chaperones, and supervisors. They are active in our School Site Council (SSC) and our Parent Club and English Language Advisory Council. These organizations are essential to making C.K. Price the best middle school it can be. C.K. Price has an active Parent Club that supports and promotes our grade-level activities, including sixth grade Environmental Day Camp, the seventh grade Medieval Festival, and the eighth grade trips and promotion activities. Parents are frequently included in the planning and implementation of many of our school activities.

C.K. maintains a school website that is updated on a daily basis to include special notices, calendars, event schedules and the daily school bulletin. By clicking a button, Spanish speaking parents may view the information on the website in Spanish.

Finally, the daily bulletin is offered to all parents and emailed to their personal email accounts. The bulletin is broken down into a student section, parent section, and faculty section. This is a wonderful tool for parents to keep up with everything happening at the school.

Homework

Students are expected to take their schoolwork seriously and to understand that it is part of achieving an excellent education. Homework includes completing unfinished classwork or it may include extra work to review the content presented in class. Students are given a student planner so parents can know what is assigned and expected by teachers on a daily basis.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	13.9	14.7	16.8	11.2	8.9	7.8	5.7	5.1	4.4
Expulsions	0.0	0.4	0.6	0.2	0.2	0.2	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

We have a closed campus and four classified staff members, and administrators, who supervise the halls and grounds to ensure a safe and positive school environment. We hold emergency drills throughout the year. Our School Safety Plan includes information on these drills and other safety issues. The School Site Council updates the Safety Plan annually with input from teachers, law enforcement and other stakeholders.

Fire drills and intruder alert drills are conducted throughout the school year. Our local police department has conducted mock intruder alerts on this campus to gain familiarity with the site and to further enhance their emergency response skills and procedures.

The Site Council annually reviews, revises if necessary and adopts the Safety Plan and its components are reviewed with all staff. The Safety Plan is adopted every year by the Board in March.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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+
English	30.3	4	12	12	20	13	9	2	19	15	7	2
Mathematics	25.8	6	12	1	23	7	11		21	9	7	1
Science	32.2	0	5	5	29	1	8	2	26	3	7	2
Social Science	27.7	2	8	2	29	1	7	2	26	2	7	2

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7104	1418	5686	61168
District	---	---	5686	$58,033
Percent Difference: School Site and District	---	---	0.0	5.4
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	21.2	-3.0

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

limited Title III funds at Price Intermediate are used to provide supplementary curriculum and materials for English Learners. ELD support classes are provided for students who score below a 4 on the CELDT and reading intervention classes are provided for students who are scoring basic or below on the CST exam.

Price Intermediate has funded teacher release time to identifiy essential standards, revise pacing guide, and review data to track student progress.

Working with the Glenn County Office of Education, Price Intermediate is able to offer an after-school program that is open to all interested students

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,047	$38,920
Mid-Range Teacher Salary	$54,381	$59,803
Highest Teacher Salary	$74,079	$78,096
Average Principal Salary (Elementary)	$79,907	$95,836
Average Principal Salary (Middle)	$83,624	$99,849
Average Principal Salary (High)	$93,727	$107,599
Superintendent Salary	$131,000	$151,912
Percent of Budget for Teacher Salaries	36	37
Percent of Budget for Administrative Salaries	7	6

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

Professional Development

The Orland Unified School District continues to refine a district-wide professional development plan. Priorities continue to be transitioning to the Common Core Standards and instructional practices. Orland Unified School District consistently uses the "Professional Learning Community" model. The implementation of PLC's continues to move Price Intermediate, and all district schools, closer to cohesive long-term strategies for improving student learning and promoting collaboration between all school sites and grade levels within the district.

Price Intermediate administrators and staff provided training workshops throughout the year on a variety of topics including PLC's, CCSS, and assessment/curriculum. Our teachers meet regularly for grade-level and departmental planning. Teachers are encouraged to participate in the state project institutes for language arts, history, math, and science. Release time for staff development and teacher collaboration is provided on a weekly basis. During this time, teachers meet to review curriculum, analyze student achievement data, develop SMART goals and write or refine standards-aligned lessons.

New teachers participate in a support program for new teachers and have qualified mentors on site. The staff has agreed on consistent instructional norms that all the classrooms are working on across the school..