

Rocklin Academy at Meyers Street

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Rocklin Academy at Meyers Street
Street	5035 Meyers Street
City, State, Zip	Rocklin, CA 95677-2811
Phone Number	916-632-6580
Principal	Trisha Smith
Web Site	meyers.rocklinacademy.com
CDS Code	31750850114371

District Contact Information	
District Name	Rocklin Academy at Meyers Street
Phone Number	(916) 778-4544
Superintendent	Robin Stout
Web Site	www.rocklinacademy.com

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

Rocklin academy is a public, tuition free, charter school, which was developed by parents and teachers for the Rocklin area. We are authorized by the Rocklin Unified School District.

Mission Statement

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

Vision Statement

We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

Core Values

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data savvy; they embrace and monitor data, and use it to drive continuous improvement.
3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
5. The future we want to create includes a community of leaders who utilize research based, varied, differentiated and effective instructional practices to ensure all students learn at high levels.

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

Grade Level	Number of Students
Kindergarten	23
Grade 1	24
Grade 2	24
Grade 3	23
Grade 4	29
Grade 5	29
Grade 6	29
Total Enrollment	181

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	24.9
Filipino	3.3
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.0
White	43.6
Socioeconomically Disadvantaged	12.7
English Learners	5.0
Students with Disabilities	9.4
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	10	8	7.35	109.3
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-3rd grade SIPPS K-6th grade Voyager Grammar Core Knowledge Literature 6th grade Expeditionary Learning Language Arts	Yes	0
Mathematics	K-6th grade Eureka & Engage NY Math Modules	Yes	0
Science	Core Knowledge Sequence and NGSS	Yes	0
History-Social Science	Core Knowledge Sequence	Yes	0
Health	Core Knowledge Sequence	Yes	0
Visual and Performing Arts	Core Knowledge Sequence	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Rocklin Academy at Meyers Street shares a campus with Rocklin Elementary School, which opened in 1952. A gymnasium and underground irrigation system were added in 2003.

Rocklin Unified School District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, RUSD uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process, using a computerized system, is used to ensure efficient service and that emergency repairs are given the highest priority. The custodial staff and District maintenance staff continually support any repairs to the school.

Safety is a priority at Rocklin Academy and we have staff at the crosswalks greeting students and parents to start the day and to end their day. We have volunteers throughout the day and follow all protocols to ensure student safety.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	69.0	70.0	71.0	48.0	50.0
Mathematics (grades 3-8 and 11)	72.0	74.0	62.0	63.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	108	100.00	69.44
Male	66	66	100.00	75.76
Female	42	42	100.00	59.52
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00	83.33
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.00	61.11
White	44	44	100.00	63.64
Two or More Races	14	14	100.00	64.29
Socioeconomically Disadvantaged	15	15	100.00	66.67
English Learners	11	11	100.00	81.82
Students with Disabilities	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	108	100	74.07
Male	66	66	100	81.82
Female	42	42	100	61.9
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100	80
Filipino	--	--	--	--
Hispanic or Latino	18	18	100	72.22
White	44	44	100	72.73
Two or More Races	14	14	100	64.29
Socioeconomically Disadvantaged	15	15	100	53.33
English Learners	11	11	100	90.91
Students with Disabilities	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0	23.3	26.7

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Rocklin Academy views families as equal partners in the educational process. Therefore, Rocklin Academy parents are highly encouraged and requested to participate in the learning process at the school and at home. In addition, parents will continue to be encouraged to contribute a certain minimum number of hours in support of their child(ren) and the school. Parental participation and interest are widely recognized as critical factors in the educational success of children. Neither negative consequences nor exclusion from the Academy or school activities will occur due to the failure of a student's parent or legal guardian to fulfill the encouraged hours of participation.

Rocklin Academy PSP

Rocklin Academy has created a Parent School Partnership ("PSP"). Members of the PSP are parents (or guardians) of enrolled students selected by all parents (or guardians). The primary role of the PSP is to assist the Academy and its educational program through parent participation. The PSP conducts school-wide events to create a positive school culture. The PSP also assists school administration to recruit volunteers for school-wide events and classroom support, including the Art and Music Docent Programs.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.6	1.1	2.1	2.5	2.2	3.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Rocklin Unified School District's Comprehensive Safety Plan was approved April 18, 2018 which we use on our campus. In May 2018, Rocklin Academy introduced an Educator's Toolkit to help train staff in assisting in prevention, intervention, and response to suicide and self-harm. Training for staff was held during pre-service days in August.

Rocklin Academy is committed to providing a safe school environment for all students. Visitors sign in at the front office and access to the campus is limited when school is in session. All volunteers must have fingerprint clearance in order to volunteer. Volunteers and visitors are given a badge upon signing in, which must be worn at all times while on campus. Exterior doors are locked and the teacher controls access to the classrooms.

Students are supervised during lunch and recess. Teachers and office staff rotate supervision before and after school. Volunteer parents, staff, and administration monitor the parking lot and drop-off. Early drop-off is discouraged; any student dropped off early, waits in the office with supervision.

There is zero tolerance for harassment and bullying. School wide positive behavior intervention and support (PBIS) is implemented with all students, which includes a positive and responsive approach in teaching behavioral expectations.

SAFETY DRILLS

Regular fire, evacuation, and lock down drills occur at least one time per month throughout the school year. Detailed plans are drafted and reviewed after all drills to ensure the safety and well-being of all students in the event of a school wide emergency. The staff has specific responsibilities during these drills and in the event of an actual emergency. The fire department and other health and safety specialists are available for some of the drills to provide feedback to administration for continuous improvement in student safety. Each classroom is equipped with a first aid kit.

HAZARDOUS MATERIALS

All hazardous materials are stored in janitorial closets and locked in a cabinet. The janitorial closets automatically lock when they are closed to ensure student safety. The material safety datasheets (MSDS), are kept and managed by our lead custodian. Copies of these sheets are also readily available in the office (at several workstations) and in the nurse's office. The campus does not have any natural gas lines. The plumbing and electrical features are in good condition and are inspected on a regular basis.

HEALTH AND SAFETY

All staff members are trained in Universal Precautions while teachers, yard duty and office staff are trained yearly in first aid, epi-pen administration and CPR. Additional training is offered for treatment of specific conditions as the need arises. Rocklin Academy employs a nurse to serve its students. Individualized health and safety plans are developed for students who have special medical needs. Copies of these health plans are kept in the nurse's office and are accessible to all staff when needed. Electronic copies are also distributed to teachers and administration. Other staff is notified of these health plans as needed when working with students. All medication, including non-prescriptions, require a signed release form from the parent and physician for school personnel to administer the medicine as prescribed in the written statement from the attending physician. Only office personnel are authorized to disburse medication with the exception of a student carrying an inhaler with doctor approval. For any medications needed on overnight field trips, parents are required to complete an overnight field trip medical form, signed by a physician, giving specific instructions of disbursement to the student by Rocklin Academy personnel. This includes, but not limited to, any prescription medication, vitamins, and Tylenol, as per California Ed code 49423.

ALLERGIC REACTIONS

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. Staff are trained in EpiPen/EpiPen Jr allergic reaction injections. Students with severe nut allergies are provided a separate eating area.

INFECTIOUS DISEASE

Students exhibiting symptoms of contagious illnesses are evaluated in our school office. Symptoms may include a fever of 100 degrees or higher, diarrhea, and/or vomiting. Students need to be symptom free for 24 hours before returning to school to ensure the health of all students. Some communicable diseases are formally reported to families via a letter from the school, such as lice, strep throat, pink eye, etc.

COMMUNICATION SYSTEMS

The campus is equipped with a school wide intercom system, which allows school wide announcements to be broadcast inside and outside of the school in the event of an emergency. The school also uses School Messenger software, which enables timely communication to all families via email and telephone to keep families informed in the event of an emergency. The school uses a school app that includes push notifications and additional parent (guardian) communication to stakeholders who choose to download the app onto their personal device.

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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		1		24		1		23		1	
1	24		1		24		1		24		1	
2	24		1		24		1		24		1	
3	24		1		24		1		23		1	
4	27		1		27		1		29		1	
5	30		1		30		1		29		1	
6	27		1		30		1		29		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	.5	N/A
Other	.75	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$1,926,114	\$409,542	\$1,516,572	\$66,073
District	N/A	N/A	\$21,595,451	\$75,254
Percent Difference: School Site and District	N/A	N/A	-173.8	-13.0
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	198.1	-18.7

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 2017-18)

Rocklin Academy is committed to working with each student's family to achieve the development of all aspects of each student. These include core academic skills and knowledge, lifelong learning skills, and social and interpersonal skills. These core academic skills and knowledge will include those embodied in the Core Knowledge Sequence and the California Common Core State Standards. Effective first instruction is the first tier of Rocklin Academy's educational process. Teachers utilize a variety of instructional strategies, including flexible grouping, modeling, guided practice, cooperative learning, and independent practice, to address the needs of learners of various levels and modalities. Enrichment Support Teachers provide targeted support and instruction at the next level, on a one-on-one basis or in small groups. Student Study Teams (SST s) convene if a series of progressive interventions and scaffolded instruction do not yield appropriate, measurable student progress.

Rocklin Academy meets all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Rocklin Academy implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Rocklin Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Academy. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation. Rocklin Academy shall be responsible for complete implementation of an Individual Education Plan, IEP. The individualized education plans for students with disabilities will reflect appropriate core academic skills, life-long learning skills, and social and interpersonal skill objectives developed in compliance with applicable state and federal laws.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,371	\$49,512
Mid-Range Teacher Salary	\$69,555	\$77,880
Highest Teacher Salary	\$94,145	\$96,387
Average Principal Salary (Elementary)	\$126,065	\$123,139
Average Principal Salary (Middle)	\$125,855	\$129,919
Average Principal Salary (High)	\$128,974	\$140,111
Superintendent Salary	\$236,103	\$238,324
Percent of Budget for Teacher Salaries	42.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Rocklin Academy Family of Schools learning teams exemplify the belief that all students can learn at high levels. To achieve this Core Value, our staff and faculty are embedded in the practice of collaborative inquiry – a systematic, purposeful process during which teachers and administration work together to analyze student data and develop instructional strategies that address the needs of all students, including those who require additional support, those who are close to proficiency, and the students who have achieved proficiency and are ready to delve more deeply into a concept. Rocklin Academy schools are model Professional Learning Communities that embody the practice of continual professional learning to maximize academic gains.

It is not the fact that teams of teachers collaborate which is important, but rather that they collaborate with a clarity of commitment to ongoing learning and progress, examining student work on a regular basis, creating strategic goals to improve achievement, and enhancing their own skills as educators. Teachers continually improve their practice by regularly assessing student achievement, evaluating the effectiveness of teaching strategies, and learning from each other by daily sharing the expertise that exists within our school. If, at the conclusion of a four-week SMART goal cycle assessment results show that academic goals have not been met, teachers re-evaluate and adjust instructional strategies and readdress areas of need until all students reach proficiency in any particular target or skill. Teachers learn from each other by participating in job-embedded peer observations, by working collaboratively with instructional coaches, and participating in intentional professional development designed to meet their instructional goals. Teachers have one full Monday each month dedicated to professional development. This is a day where no students are present and the focus is on adult learning which positively impacts student learning. In addition, weekly professional development sessions are provided outside the school day to keep a continual pulse on best practices and collaboration.

With essential outcomes in mind, pacing guides and common formative assessments are utilized to ensure that all students are able to reach proficiency in grade level Common Core State Standards and that they will gain the appropriate knowledge, skills, and dispositions to be successful in future years. Moreover, every week teachers engage in high quality professional learning during purposeful, goal-oriented, grade-level team and faculty meetings. All professional development is facilitated with the end goal of how we can positively impact our students. Each meeting's topic is determined by current student data which drives instruction so that all students are learning at high levels. Teachers whose data demonstrates effective strategies share their methods and ideas with colleagues in order to replicate their success. Ongoing job-embedded professional development also includes instructional walk-throughs targeted to specific student learning needs, co-teaching and planning with instructional coaches, administrator observations with immediate and specific feedback, and as previously mentioned, peer observations. Teachers new to our schools, or new to the practice, receive additional support through our New Teacher Onboarding program which coincides with the state teacher induction programs.