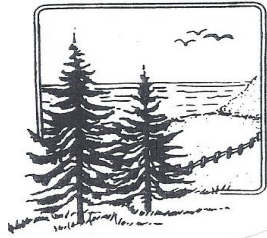


2011-12  
SCHOOL ACCOUNTABILITY REPORT CARD



**Horicon Elementary School**  
**Horicon Elementary District**

**Published During**  
**2012-13**

**Principal:**  
**Patty Dineen**

**Address:**  
**35555 Annapolis Rd.**  
**Annapolis, California 95412**

**Phone:**  
**(707) 886-5322**

**Email:**  
**[pdineen@horiconsd.org](mailto:pdineen@horiconsd.org)**

**Website:**  
**none**



## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

## II. About This School

### School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Horicon Elementary School is a rural, isolated, one school district in the northwest corner of Sonoma County. The district is one of the largest geographically in the state and includes the coastal community of the Sea Ranch and Stewarts Point to the west; Annapolis and east along Skaggs Springs Road. Horicon has a population of 60 students.

Our vision and goals strive for achievement, a nurturing community, and a safe environment that fosters learning.

"Horicon students will be prepared for unlimited possibilities and able to compete in the 21st Century. They will be successful citizens of the world."

There are 4 multi-graded classrooms with a part time aide. This community based school operates from 8:30am until 3:00pm. The Kindergarten/First Grade has kindergarteners attend a half day in the fall, and until 1:30pm beginning in January. A recreational preschool program operates two days a week and join in school events. Horicon School has a part time speech and language therapist, an RSP program, and part time counselor. A school nurse comes once a month and the school psychologist is called as needed. There is an English Language Development program for our second language learners. The library manager provides a daily library program and an after school homework assistance and enrichment program.

The English Language Arts curriculum of "Imagine It!, K-5" and the continued focus on developing literacy through sufficient dedicated instructional time and reading intervention groups (STARS) has resulted in student achievement gains in reading, writing, listening and speaking. The mathematics curriculum, "EnVision, K-6", and classroom instruction has been successful to increase overall achievement in math at these grade levels. Middle School Students, grades 6-8th are making great progress in the new block schedule, using McDougal Littell and supplemental materials. Interventions for struggling students, as well as challenging all students to problem solve, justify their thinking, and accomplish advanced math are a strong instructional focus for staff. Students are exploring online learning through Dreambox, K-5 and Think, Through Math, 6th-8th. Science and Social Studies are taught with adopted curriculum, being there experiences and field trips, and enrichment classes. Art and Performing Arts is regularly integrated throughout the instructional program, and a school wide play in the spring involves all students and staff in providing a wonderful experience for the community.

District goals are:

1. Fiscal: The School District will be fiscally sound.
2. Student Achievement
  - a. All students will be at or above grade level in mathematics.
  - b. All students will read and write at or above grade level in English Language Arts.
  - c. All students will make academic progress as evidenced by multiple measures.
  - d. All English Learners will progress in learning English, increasing CELDT level annually.
3. Learning Environment: Students will have a safe and nurturing learning experience.
4. Facility: Facilities will be maintained and improved on an on-going basis.

### Opportunities for Parental Involvement (School Year 2011-12)

# Horicon Elementary 2011-12

## School Accountability Report Card

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person:	Contact Phone No.
Patty Dineen, Superintendent/Principal	707-886-5322

- Parents are invited to observe classrooms at their convenience.
- Parents serve on the School Site Council
- Parents have served on the Board of Trustees
- The PTSA is the Parent-Teacher-Student-Association
- English Language Advisory Council (ELAC) meets 2 times a year
- Parents serve as drivers for field trips
- Parents act as chaperones for school dances
- Parents volunteer for various building and maintenance projects on campus
- Parents serve on the Staff Selection Committee
- Parents are invited to monthly assemblies
- Parents are expected to attend Back-to-School Night
- Parents support fundraisers throughout the year
- Parents attend performances for whole school play
- Parents monitor student homework and encourage daily reading

### Student Enrollment by Grade Level (School Year 2011-12)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	8
Grade 1	9
Grade 2	7
Grade 3	7
Grade 4	5
Grade 5	9
Grade 6	3
Grade 7	6
Grade 8	3
<b>Total Enrollment</b>	<b>57</b>

### Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	19.3
American Indian or Alaska Native	1.8	Two or More Races	10.5
Asian	0	Socioeconomically Disadvantaged	87.7
Filipino	0	English Learners	15.8
Hispanic or Latino	63.2	Students with Disabilities	14
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	9	1			8	1			8	1		
1	5	1			7	1			9	1		
2	15	1			7	1			7	1		
3	9	1			5	1			7	1		
4	3	1			9	1			5	1		
5	6	1			3	1			9	1		
6	4	1			6	1			3	1		
K-3									12	1		
3-4									12	1		
4-8									11	1		
Other												

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2009-10			2010-11			2011-12					
	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												
Mathematics												
Science												
Social Science												

### III. School Climate

#### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan.

Positive school culture and climate is supported through regular and consistent communication with students, parents and the community, and through instructional support through Character Education, Second Step and Mind Up curriculum. The monthly newsletter, The Buzz, keeps parents informed along with classroom letters and announcements. The staff is committed to communicating through the employees who speak Spanish, which includes aides, teachers, and the principal. The "Language Line" is a translation phone service used to communicate with Second Language Speakers. By using the "One-Call-Now" system, every parent is apprised of upcoming school events or announcements, that are happening at school. The system sends out phone calls to all families, staff, and board members. The campus is kept physically safe and well maintained, and annually inspected using the William's Act Facility Inspection Tool. Students are well supervised by staff at all times. Bullying is kept to a minimum through parent contacts, staff trainings and through implementation of Second Step, Character Ed, and Mind up curriculum, as well as appropriate consequences for students when bullying does occur.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	8.8	0	2	8.8	0	2
Expulsions	0	0	0	0	0	0

## IV. School Facilities










### School Facility Conditions and Planned Improvement (School Year 2012-13)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

This is the fifth year in these buildings and there are fewer and fewer items to be fixed. The propane smell continued to be a problem. Paint on the ends of the eaves was beginning to chip and peel. Dugouts near baseball field need to be secured. Exterior light by gym needed for safety and security.

### School Facility Good Repair Status. (School Year 2012-13)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On:	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating	—		—	—	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
Teachers with Full Credential	6	6	6	5
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.78	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A



## VII. Curriculum and Instructional Materials

### Description of school's program towards meeting William's Settlement Requirements

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Good quality, current state adopted texts and instructional materials provided	Grades K-5: McGraw Hill/SRA-Imagine It! Grades 6-8: Pearson Prentice Hall, Scholastic English 3D	0 %
Mathematics	Good quality, current state adopted texts and instructional materials provided	Grades K-6: Scott Foresman-enVision" Grades 7-8: McDougal-Littel	0 %
Science	Good quality, current state adopted texts and instructional materials provided	Grades K-6: Foss Science Grades 7-8: Prentice Hall	0 %
History-Social Science	Good quality, current state adopted texts and instructional materials provided	Grades K-4: Scott Foresman Grades 5-6: McMillan/McGraw Hill Grades 7-8: TCI History Alive	0 %
Foreign Language	Good quality, current state adopted texts and instructional materials provided	n/a	0 %
Health	Good quality, current state adopted texts and instructional materials provided	n/a	0 %
Science Laboratory Equipment (grades 9-12)	Good quality, current state adopted texts and instructional materials provided	n/a	0 %
Visual and Performing Arts	Good quality, current state adopted texts and instructional materials provided	n/a	0 %

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$22,502.00	\$5,955.00	\$16,547.00	\$51,071.00
District	N/A	N/A		\$51,071.00
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$5,455.00	\$57,019.00
Percent Difference - School Site and State	N/A	N/A	203.34	-10.43

### Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Horicon has a GATE (Gifted and Talented Education) program for 4th-8th grade students. Students meet weekly with the GATE teacher to explore curricular areas in depth. Horicon has an After School Program (ASES) that provides child care and tutoring as well as homework support. Horicon students participate in the Village Tutoring Center in Gualala, where volunteers mentor students one-on-one. The school supports a large library for its size and the library manager supports the computer lab and study hall. Music education is weekly for every class. The school nurse brings in dentists for dental screenings and teaches proper hand washing techniques, as well as teaching a Health and Wellness curriculum to Middle School students. Horicon has a school counselor on campus once a week to meet with individuals and small groups. A Speech and Language Therapist is on campus once a week and attends IEP (Individualized Education Plan) meetings.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,020	\$38,625
Mid-Range Teacher Salary	\$53,289	\$55,530
Highest Teacher Salary	\$67,719	\$70,729
Average Principal Salary (Elementary)		\$92,955
Average Principal Salary (Middle)		\$96,092
Average Principal Salary (High)		\$94,993
Superintendent Salary	\$110,000	\$106,757
Percent of Budget for Teacher Salaries	23	36
Percent of Budget for Administrative Salaries	13	7

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	36	45	50	36	45	50	52	54	56
Mathematics	34	48	30	34	48	30	48	50	51
Science	32	0	14	32	0	14	54	57	60
History-Social Science	17	0	0	17	0	0	44	48	49

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	50	30	14	0
All Students at the School	50	30	14	0
Male	25	15	0	0
Female	74	42	0	0
Black or African American				
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino				
Hispanic or Latino	43	10	0	0
Native Hawaiian or Pacific Islander				
White	64	57	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	47	28	14	0
English Learners	50	11	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

### California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	42	33	16
7			
9			

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks - Three-Year Comparison**

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide			
Similar Schools			

**Academic Performance Index Growth by Student Group - Three-Year Comparison**

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	676	703	709
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	608	629	650
Native Hawaiian or Pacific Islander			
White	800	814	805
Two or More Races			
Socioeconomically Disadvantaged	646	697	691
English Learners	593	610	670
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.

### Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	37	709	37	709	4,664,264	788
Black or African American					313,201	710
American Indian or Alaska Native	3		3		31,606	742
Asian					404,670	905
Filipino					124,824	869
Hispanic or Latino	21	650	21	650	2,425,230	740
Native Hawaiian or Pacific Islander					26,563	775
White	12	805	12	805	1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged	33	691	33	691	2,779,680	737
English Learners	18	670	18	670	1,530,297	716
Students with Disabilities	6		6		530,935	607

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	No
API	N/A	N/A
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In 2010-11, teachers used the 5 professional develop days to continue learning and implementing the new language arts and math curriculum. Additionally, time was dedicated to developing writing instruction, benchmark assessments, and character education.

In 2011-12, staff had 3 professional development days, continued implementation of new curriculum and planning, using assessment data for developing intervention within the classes and collaboratively in a 30 minute dedicated language arts targeted small group instruction, and professional development time was also used to revise school mission/vision goals.

In 2012-13, four of five certificated and classified professional development days were dedicated to curriculum planning with a focus on the new Common Core Standards, Technology inservice and exploration of tablet learning and applications, Online Mathematics programs, English Learner Achievement and Best Practices, and Young Scholars-higher level thinking and questioning.

Collaborative student achievement study, discourse and instructional planning also occurs among certificated staff on early release Wednesday.

For the past three years teachers have used part of one day planning the school wide spring play.