

Impact Academy of Arts & Technology

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Impact Academy of Arts & Technology
Street	2560 Darwin Street
City, State, Zip	Hayward, CA 94545
Phone Number	(510) 300-1560
Principal	Clare Green
E-mail Address	clare@es-impact.org
Web Site	http://www.es-impact.org
CDS Code	01611920113902

District Contact Information	
District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Matt Wayne
E-mail Address	
Web Site	http://www.husd.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Impact Academy of Arts and Technology is a small, urban, college-preparatory high school based on a nationally recognized, award-winning model. Our mission is to prepare and inspire all students to enter, succeed in and graduate from college.

All of our students, many of whom will be the first in their families to attend college, are enrolled in a full load of UC/CSU a-g approved courses throughout their four years at Impact. Our instructional model features a rigorous, project-based curriculum that engages students and makes learning meaningful and relevant. Impact students integrate visual and digital art in their core academic courses to demonstrate mastery of content knowledge and 21st century leadership skills.

All students are enrolled in a four-year advisory program to build a sense of community, develop their academic identities, and prepare them for college.

Inspired by our commitment to the belief that students learn best by doing, all Impact students also present their work in a series of exhibitions throughout the year, and in the 11th and 12th grades, complete a WLE (Workplace Learning Experience) outside of school as part of their professional and career education. Finally, students present and defend a “Benchmark Portfolio” at the end of 10th grade and a Graduation Portfolio at the end of their senior year to fulfill our school’s graduation requirements.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	124
Grade 9	126
Grade 10	117
Grade 11	109
Grade 12	111
Total Enrollment	587

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.2
Asian	5.1
Filipino	7.5
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	2.7
White	5.8
Two or More Races	2.9
Socioeconomically Disadvantaged	65.8
English Learners	9.2
Students with Disabilities	9.2
Foster Youth	0.3

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	22	22	
Without Full Credential	3	3	8	
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	2	1
Total Teacher Misassignments *	0	0	3
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 2017-18)

Year and month in which data were collected: 2016, September

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-created, Common-core aligned materials	Yes	0
Mathematics	High School: Teacher-created, Common-core aligned materials Middle Grades: Math Links, Common-core aligned	Yes	0
Science	High School: Teacher-created, Common-core aligned materials Middle Grades: CPO Focus on Life Science (7th), CPO Focus on Physical Science (8th)	Yes	0
History-Social Science	Teacher-created, Common-core aligned materials	Yes	0
Foreign Language	Teacher-created, Common-core aligned materials	Yes	0
Health	High School: Teacher-created, Common-core aligned materials Middle Grades: Health Connected Teen Talk (7th)	Yes	0
Visual and Performing Arts	Teacher-created, Common-core aligned materials	Yes	0
Science Laboratory Equipment (grades 9-12)	Teacher-created, Common-core aligned materials	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Impact Academy occupies a one-story school facility maintained by Hayward Unified School District. The current facility, which contains 23 classrooms, 3 computer labs, and an all-purpose cafeteria and meeting space, is in good physical condition, and the school grounds are well maintained by the district. Impact Academy students enjoy a site that is clean, warm, and well ventilated. The school grounds include two large, grass fields and one basketball court. Full-time custodial service provides immediate upkeep and sanitation of classrooms, offices, common areas and bathrooms. The facility has also been upgraded by adding state-of-the art wireless servers (providing wireless capability in all classrooms), adding a new phone system, renovating the computer labs, and securing six laptop carts. Similarly, the interior areas were newly painted in 2013, while new carpeting and tile were installed in some classrooms.

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:				
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			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	84	68	36	37	48	48
Mathematics (grades 3-8 and 11)	37	31	23	24	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	229	100	67.98
Male	128	128	100	59.06
Female	101	101	100	79.21
Black or African American	23	23	100	56.52
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	68.75
Filipino	18	18	100	88.89
Hispanic or Latino	138	138	100	65.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	76.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	147	100	66.67
English Learners	69	69	100	53.62
Students with Disabilities	21	21	100	25
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	229	100	30.57
Male	128	128	100	33.59
Female	101	101	100	26.73
Black or African American	23	23	100	8.7
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	56.25
Filipino	18	18	100	55.56
Hispanic or Latino	138	138	100	23.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	147	100	25.85
English Learners	69	69	100	20.29
Students with Disabilities	21	21	100	9.52
Foster Youth	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	56	39	39	39	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Impact Academy does not offer CTE courses. Instead, our students participate in a Workplace Learning Experience (WLE) internship during their 11th and 12th grade years. During this experience, students find a mentor within a career area they are interested in pursuing. The mentor works with them off-site one day each week for about 10 weeks to complete a workplace project, and help develop their 21st Century Skills. Students must meet the clearly defined WLE standards as part of Impact Academy's graduation criteria.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	78.88
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.1	24	25.6
9	23.6	22.8	12.2

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Impact Academy welcomes and encourages active family and community engagement. Family members are our most important educational partners in helping us to achieve our mission of preparing all students for college. Each semester, every student's parent or guardian meets with his or her advisor to review academic progress during Student-Led Family Conferences. Families are also encouraged to attend all exhibitions and occasionally to shadow their child's classes. Parents of students enrolled in the Special Education program are involved in regular IEP meetings. Parents occasionally volunteer in our classrooms, main office, and daily lunch service. Impact Academy's Spartan Family Association meets on the second Wednesday of every month, and is active in sponsoring fundraisers, supporting enrollment efforts, organizing staff appreciation lunches, and planning student events. The Impact community is also governed by a site-based Leadership Council, a decision making body that includes parent, teacher, administrator and student representatives from each grade level.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.3	1.9	1.9	14.1	12.9	14.1	11.5	10.7	9.7
Graduation Rate	92.04	96.12	96.26	80.14	82.38	81.61	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.3	85.5	87.11
Black or African American	94.44	83.33	79.19
American Indian or Alaska Native	0	75	80.17
Asian	100	97.71	94.42
Filipino	100	94.56	93.76
Hispanic or Latino	97.18	83.57	84.58
Native Hawaiian/Pacific Islander	100	87.93	86.57
White	100	76.92	90.99
Two or More Races	50	84.21	90.59
Socioeconomically Disadvantaged	96.77	85.75	85.45
English Learners	80	53.48	55.44
Students with Disabilities	100	73.44	63.9
Foster Youth	0	76.47	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.6	10.4	9.4	4.1	4.3	4.0	3.8	3.7	3.6
Expulsions	0.2	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Impact Academy is a small community that is purposeful about creating a safe school with a positive learning environment. By virtue of our small school size, low teacher-student ratios, and our unique advisory program, we are able to leverage our relationships with students to increase academic performance and enhance the overall sense of safety and community. We have a full-time Vice-Principal of Student Support, a Vice-Principal of Operations, a school Psychologist, and five part-time counselors that offer individual therapy and group support. Each student has an advisor with whom s/he can consult regarding academic, social and emotional concerns. The entire school meets once a week during Community Meeting to communicate about important issues affecting students, and celebrate personal and academic accomplishments. Impact Academy maintains an active safety and emergency plan that is updated annually, which includes clear sign-in and identification protocols for campus visitors. Hayward Unified School District, our local educational partner, monitors our security system remotely, and the building cannot be opened or locked up without direct communication between Impact staff and security personnel. All full and part-time employees, including parent and community volunteers, are required to pass a thorough background check before working with students. Emergency drills (fire, earthquake and lockdown) are held according to state and federal law. All teachers and administrators are CPR certified.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	63

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	29		15	1	29		16		29		18	2
Mathematics	28		19	1	29		18	2	29	2	12	6
Science	32		6	6	30	1	8	3	30		13	3
Social Science	28		12		28	1	11		29	1	15	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	200
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	.5	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,654	\$980	\$8,674	\$51,147
District	N/A	N/A		\$84,645
Percent Difference: School Site and District	N/A	N/A		-35.1
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	62.2	-28.5

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

Types of Services Funded (Fiscal Year 2016-17)

As Impact Academy serves a highly diverse student population (in terms of race, socioeconomic status and academic skill levels), we utilize state and federal funding to target our support and interventions accordingly. All students in need of specialized math support are enrolled in an intervention course entitled Academic Numeracy using a research-based curriculum, including individualized blended-learning using computers. In addition, our Learning Center, staffed by two full-time teachers and one intervention specialist, provides 1-on-1 and group support to students with specific learning disabilities, all of whom are included in a full course load of regular education classes. Students who need extra help on assignments or are seeking greater challenges are welcome in the Learning Center for small group support before, during, or after school, and all students are encouraged to take advantage of teacher office hours, which are offered at least twice per week by each teacher. Finally, Impact advisors offer targeted social, emotional and college readiness support to their advisees, by virtue of our partnerships with College Spring (SAT preparation), along with college trips that are subsidized by our external partners.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,731	\$48,522
Mid-Range Teacher Salary	\$83,432	\$75,065
Highest Teacher Salary	\$99,500	\$94,688
Average Principal Salary (Elementary)	\$131,563	\$119,876
Average Principal Salary (Middle)	\$137,229	\$126,749
Average Principal Salary (High)	\$139,645	\$135,830
Superintendent Salary	\$259,313	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	35.3

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Impact Academy has built a vibrant professional learning community through meaningful professional development, dedicated time for collaboration, and effective coaching. Weekly staff development is held for three hours on Wednesdays, and for 6 full development days throughout the school year. All teachers are observed and coached regularly. All teachers new to the profession or new to Envision receive weekly coaching and observation supports either from a site-based or support office instructional coach, or from an administrator. All staff are invited to attend bi-weekly 1-hour professional development sessions after school in blended learning and classroom culture/lesson planning. New teachers can also opt into 4 Warm Demander workshops, held on four Saturdays.

Our Middle Grades professional development rotates between 4 modules: Instruction, Culture, Equity, and Portfolio. Instruction: Our Lead Team facilitates bi-weekly PDSA (Plan, Do, Study, Act) cycles that focus on building student agency, so that staff learn, practice, and share common instructional strategies that lead to increased student agency in their classrooms. Culture: Our Lead Team facilitates bi-weekly interactive and inclusive protocols for learning, practicing, and sharing school culture and operations ideas, so all staff feel prepared and invested to contribute to an inclusive and systematized school community. Equity: Our Equity Team facilitates monthly discussions and actions so staff builds their capacity to engage in courageous conversations about race in order to create anti-racist classrooms for the success of all of our students. Portfolio: We participate in hands-on experiences for staff to plan, experience, and collaborate on projects, defenses, and 8th Grade Portfolio Defense preparation. This year, one of our primary areas of focus is on improving our students' Common Core Math results. We chose this area because last year our students math scores remained constant, but did not increase. As a result, we have redesigned our math class structure, and offer additional interventions during the day for our students, as well as time for teachers to collaborate during professional development in order to review student data, develop interventions, and offer small group instruction.

After analyzing Common Core data and internal College Success Portfolio data, Impact and the Envision Network of schools saw a need to make changes to the instructional practices in mathematics, and the College Success Portfolio system. We focused systematically on research-based mathematical strategies consistent with the rigor of the Common Core State Standards. The school plans to continuously improve student outcomes through a network-wide focus on professional development for Common Core State Standards in Math that focuses on the importance of productive struggle, academic discourse, and site based teacher leadership and coaching. We plan to significantly improve students' problem solving skills and persistence with Mathematical thinking. Teachers receive professional development and follow-up coaching in integrating resources such as IXL, Khan Academy, and Google docs for education, and in the use of 1:1 Google Chromebooks. These trainings are delivered through department-wide professional development sessions focused on analyzing the results of Interim Assessments and planning for instruction using a Blended Learning approach.

Teacher-leaders and administrators provide professional development for all faculty. After the professional development sessions, the instructional leaders reflect as a team on how the professional development was conducted and how they could improve for the next session. During the PD session at the site, instructional leaders encourage teachers to look at student work as examples and methods to lead their discussion on the best way to give in-the-moment feedback, write effective learning targets, and develop effective exit tickets.