School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	South Junior High	**District Name**	Anaheim Union High
Street	2320 East South St.	**Phone Number**	714-999-3502
City, State, Zip	Anaheim, CA 92806-4540	**Web Site**	Auhsd.k12.ca.us
Phone Number	714-999-3667	**Superintendent**	Dr. Elizabeth Novack
Principal	Carlos Hernandez	**E-mail Address**	novack_e@auhsd.us
E-mail Address	hernandez_c@auhsd.us	**CDS Code**	30664316058887

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

Our purpose at South Junior High School is to provide a safe and secure environment that promotes a positive school experience. Our goal is to offer a standards-based, best-practices curriculum that allows all students an opportunity to achieve academically as well as to grow socially and emotionally. We believe in the importance of all stakeholders working collectively to maximize individual success. We believe all students can learn. We believe all students should be guaranteed a viable curriculum. We believe we need to systematically respond to student needs. We believe we need to tend to social/emotional and academic needs of our students. We believe that collaboration is superior to isolation. We believe that students learn best in a safe and orderly environment.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The following are opportunities for parents to be involved:
- Monthly general parent meeting - each meeting focuses on a specific topic
- volunteer program organized through the community liasion
- Coffee with the principal every Friday from 8-9am
- Back To School Night
- Open House

The following necesitates Parent involvement:
- PTSA
- ELAC
- School Site Council

These events allow all stakeholders additional opportunities for communication and interaction with school personnel. All information is communicating and promoted via flyers, Teleparent, and our website. For more information, contact our community liasion, Martha Trujillo, at 717-999-3667

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	770
Grade 8	732
Total Enrollment	1,502

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1	White	9.6
American Indian or Alaska Native	0.1	Two or More Races	0.1
Asian	2.2	Socioeconomically Disadvantaged	83.7
Filipino	1.1	English Learners	70.8
Hispanic or Latino	85.2	Students with Disabilities	10.6
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	23.3	37	57	1	26.7	9	43	1	26.3	11	79	6
Mathematics	25.9	8	37	6	24.4	7	52	0	24.7	17	50	4
Science	27.2	2	48	1	29	3	39	5	26.2	6	54	1
Social Science	26.9	5	53	0	26.4	4	49	0	26.8	7	52	4

*   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.

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The entire School Safety Plan was presented to the staff in 2007. The School Safety Plan includes emergency telephone numbers, staff responsibilities, student responsibilities, conference period teacher responsibilities and substitute responsibilities in case of a natural disaster or emergency. The areas of focus are evacuations, earthquake, fire, lockdown, fallen aircraft and bomb threat. The plan includes a supplemental information documents that include evacuation route map, utility shut off map, organizational map, bomb threat checklist, room search assignments, emergency radio and television stations and community multi-hazard resources and phone numbers. The Safety School Plan was updated October 2011. For the 2011-2012 academic school year; South Junior High School was assigned a new principal and two new assistant principals. The new administration is currently reviewing the plan; necessary modifications will be made and presented to the staff as soon as possible.

In October 2011, the administration reviewed the proper evacuation procedures during the event of an earthquake and fire.

Suspensions and Expulsions

Rate	School			District		
	2008-09	**2009-10**	**2010-11**	**2008-09**	**2009-10**	**2010-11**
Suspensions	23.73	36.44	0.07	17.11	12.3	22.18
Expulsions	2.45	3.26	21.3	1.08	0.97	1.33

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

•   Description of the safety, cleanliness, and adequacy of the school facility
•   Description of any planned or recently completed facility improvements
•   The year and month in which the data were collected
•   Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2011

South Junior High School opened its doors in 1964. The 22.6 acre site includes 9 portable classrooms, 40 regular classrooms, 16 classrooms with labs which are designed for specific programs (i.e. computer lab, science lab, etc.), Wood Shop and Band. The site also includes a cafeteria, library, gym, Multi-Purpose Room, and a variety of sports fields. The site has a parent resource center where parents can access student zangle records.

Completed facility improvements:In 2005-06, a comprehensive modernization and construction program was completed at South. The total budget of $23.8 million was used to modernize 18 campus buildings, add 8 new classrooms, add 4 new computer labs, and expand the administrative wing.

Planned facility improvement: Site plans to have a new marquee in front of the school and install a lighting system in the multi-purpose room.

Maintenance and repair: Site and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and rest rooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

Data was collected September 5, 2011.

School Facility Good Repair Status (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[ ]	[X]	Stained, broken, missing and loose ceiling tiles in various areas. Remove door stop in Multi Purpose Room and Room 601.Faucet in Room 606 is dripping. No hot water in Room 601 and in Girls' Coaches office. Damaged drywall at mailboxes in Faculty Work Room. Ripped carpet at entry in Rooms 202 and 211. Carpet at entry in Room 201 needs glueing. Ripped carpet at entry in Room 202. Hole in wall behind desk in Library. Broken mirror at work station in Room 308.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Several lights are out in various rooms. Light difuser has fallen in Kitchen, Cafeteria, and Room 201. Sensor at door in Room 209 does not work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Etched mirror in Girls' Restroom by Rooms 401-408. and in Boys' Locker Room Restroom. Tape line at ceiling is falling down in Girls' Coaches Office Restroom. Missing soap dispenser in Boys' Restroom by Rooms 201-203.
Safety: Fire Safety, Hazardous Materials	[ ]	[ ]	[X]	[ ]	Fire extinguisher outside Room 407 needs to be recharged. Missing fire extinguishers in several rooms. Fire extinguisher has expired in Girls' Locker Room. Curtains are not fire retardent in Room 102. Fire extinguisher without tag in Room 222. Fire extinguisher needs recharged in Room 305.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Door handle sticks in Rooms 201,303, 504. Several doors in various locations will not latch. Several doors in various locations slam. Door binds in Rooms 103 and 221. Door rubs on frame in Room 202. Missing and loose door hold opens in various rooms. Door stop is broken in Room 205. Remove door kick downs and install door hold opens in Rooms 224-225. Door closer is broken in Library. Right, south door in Room 301 binds. Door located on right in Room 307 hits at top.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	**2009-10**	**2010-11**	**2010-11**
With Full Credential	66	67	71	1291.7
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence	3	6	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	6	1	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	**Non-NCLB Compliant Teachers**
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

*   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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	376
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.8	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	0	---

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/2011

This information was collected in September, 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2008-09. All students have access to the textbook at school and at home.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9,600	$3,977	$5,624	$80,448
District	---	---	$5,564	$81,859
Percent Difference: School Site and District	---	---	1.1	-1.7
State	---	---	$5,455	$70,570
Percent Difference: School Site and State	---	---	3.1	14.0

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
  Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

South receives federal Title I funds that are used to support the students in a wide variety of ways. Intensive reading intervention programs, SES tutoring, parent education / involvement initiatives, parent conferences, and pull out intervention classes are all paid for out of Title I funds. Beginning in the 2008-09 school year, South continues to receive funding through the Quality Education Investment Act (QEIA) to reduce class sizes in the core subject areas. QEIA funds will continue to be used to fund lower class sizes, and if additional funds are available, provide opportunities for staff development and purchase and/or maintain facilities at South Junior High School.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,665	$42,954
Mid-Range Teacher Salary	$86,735	$69,905
Highest Teacher Salary	$99,631	$89,464
Average Principal Salary (Middle)	$126,447	$121,722
Average Principal Salary (High)	$139,351	$128,348
Superintendent Salary	$237,300	$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.

- California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	36	38	39	44	48	49	49	52	54
Mathematics	22	21	21	28	31	35	46	48	50
Science	47	49	56	51	53	58	50	54	57
History-Social Science	25	26	29	43	46	49	41	44	48

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	35	58	49
All Student at the School	39	21	56	29
Male	34	21	54	32
Female	45	22	58	26
Black or African American	27	14	0	0
American Indian or Alaska Native	0	0	0	0
Asian	56	44	59	44
Filipino	62	38	0	0
Hispanic or Latino	36	19	55	27
Native Hawaiian/Pacific Islander	0	0	0	0
White	55	33	71	48
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	38	21	56	27
English Learners	10	3	18	4
Students with Disabilities	26	16	28	8
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.9	26.8	27.3

* 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.

X. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	3	3	2
Similar Schools	3	5	2

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

Group	Actual API Change		
	2008-09	**2009-10**	**2010-11**
All Students at the School	14	-2	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	1	14
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	12	-1	23
English Learners	15	24	
Students with Disabilities	-19	-13	123

*   "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 - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,440	705	26,483	762	4,683,676	778
Black or African American	13	606	830	735	317,856	696
American Indian or Alaska Native	1		85	771	33,774	733
Asian	32	808	3,319	914	398,869	898
Filipino	16	828	1,126	865	123,245	859
Hispanic or Latino	1,176	692	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	6		254	759	26,953	764
White	194	776	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	1,233	697	17,241	723	2,731,843	726
English Learners	106		2,532		1,521,844	707
Students with Disabilities	150	513	2,500	501	521,815	595

Adequate Yearly Progress
The federal ESEA 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) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)
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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

South has a Professional Development Team, consisting of teachers and the principal. The team is charged with organizing and facilitating all professional development for our staff. We are working to build our collective capacity to function as a professional learning community (PLC). Our professional development focus is on implementing the operational assumptions that include content and language objectives, checking for understanding, and student engagement. We emphasize the use of tools such as Critical Friends Groups and Classroom Walk-through Protocols to create the professional dialogue that will lead to improved student learning. Additional support is provided to teachers through breakout sessions, demonstration lesson days, LDS mentoring, and classroom walkthroughs. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. At South, every Thursday is an early release day for students, who complete their day at 1:15 and teachers then spend one hour in focused collaboration. In addition, staff members participate in two full day professional development trainings. All core content teachers at South participate in over 40 hours of professional development each year.

Teachers participate in a variety of district in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) programs, district workshops (Literacy and Thinking Maps), and professional conferences are additional opportunities for professional development. The district continues to train teachers in strategies (Lesson Design Model) they can use to deliver a differentiated curriculum with depth and complexity.

All district staff members are supported in their efforts to be considered highly qualified under NCLB and the CSTP.