

Sherwood Montessori

Michelle Yezbick, Director

📍 Principal, Sherwood Montessori

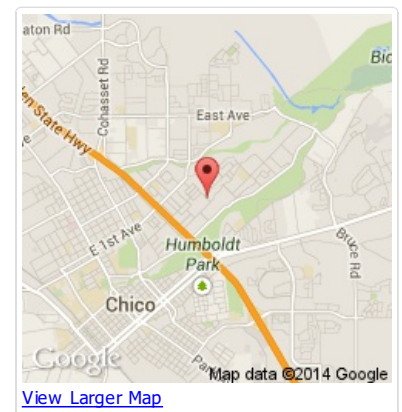
About Our School

Sherwood Montessori was started when a group of parents saw the need for a Montessori approach to education in the Chico community. The Charter Petition was approved by the Chico Unified School District Board of Education on December 2, 2009. Planning for the school's opening began immediately and Sherwood opened its doors to close to 100 students on August 25, 2010. Currently in its fourth year of operations, Sherwood Montessori offers a high quality, authentic, tuition-free Montessori experience to the students and families of the Chico area.

Contact

746 Moss Ave.
Chico, CA
95926-2009

Phone: 530-345-6600
E-mail: michelle@sherwoodmontessori.org



Data and Access

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 Web page](#).
- For additional information about the school, parents 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](#) 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 (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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Sherwood Montessori
Street	746 Moss Ave.
City, State, Zip	Chico, Ca, 95926-2009
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
E-mail Address	michelle@sherwoodmontessori.org
County-District-School (CDS) Code	04614240121475

District	
District Name	Chico Unified
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent First Name	Kelly
Superintendent Last Name	Staley
E-mail Address	mmclean@chicousd.org

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on educating the whole child intellectually, physically, and psychologically. The methodology used will develop a firm foundation for the students, and will emphasize ethics, initiative, persistence, and self-confidence.

This mission will be accomplished by a concerted community-based effort between the school, the parents, and the individual child.

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parent involvement is vital for the success of Sherwood Montessori. In addition to providing volunteer opportunities that enrich our program, with participation parents make a powerful statement to the children that school is important and education is valued by the family. At the beginning of the school year, parents will be asked to fill out a "Parent Involvement Questionnaire" to help identify areas of interest and expertise that may benefit the school. These will be given to the elected panel of the Sherwood Montessori Parent Organization (SMPO). The SMPO provides parents with an avenue to effective participation in the school's operations. All parents at Sherwood are de facto members of the SMPO. Active membership is encouraged and achieved by attending regularly scheduled SMPO meetings. At meetings, parents can learn more about how to optimize their skills as a volunteer.

The SMPO will be self-governed by an elected panel of three parents, serving staggered two-year terms, chosen for the following year through an open vote of all parents prior to the annual April Meeting of the Board of Directors. A representative of the SMPO will serve as a non-voting member of the Board of Directors and will be responsible for communication between the SMPO and the Board.

[Follow this link to our parent resources page on our website.](#)

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

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.
- **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.

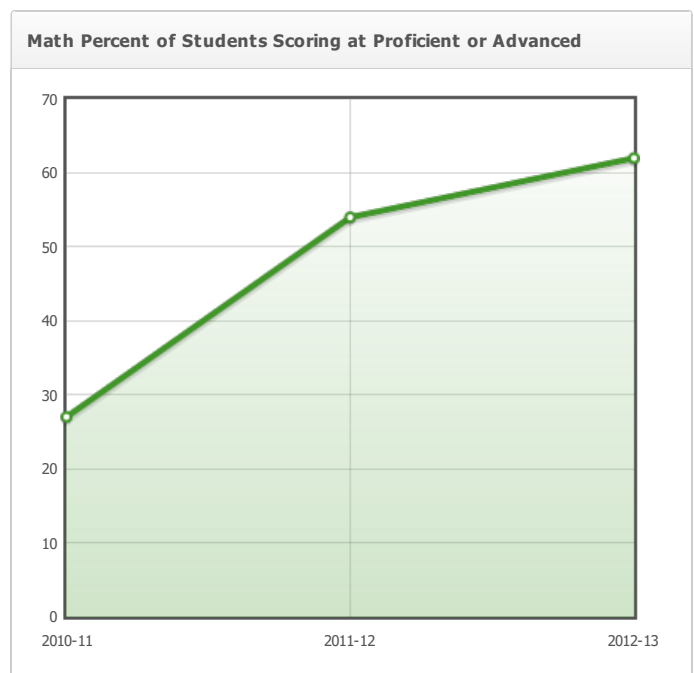
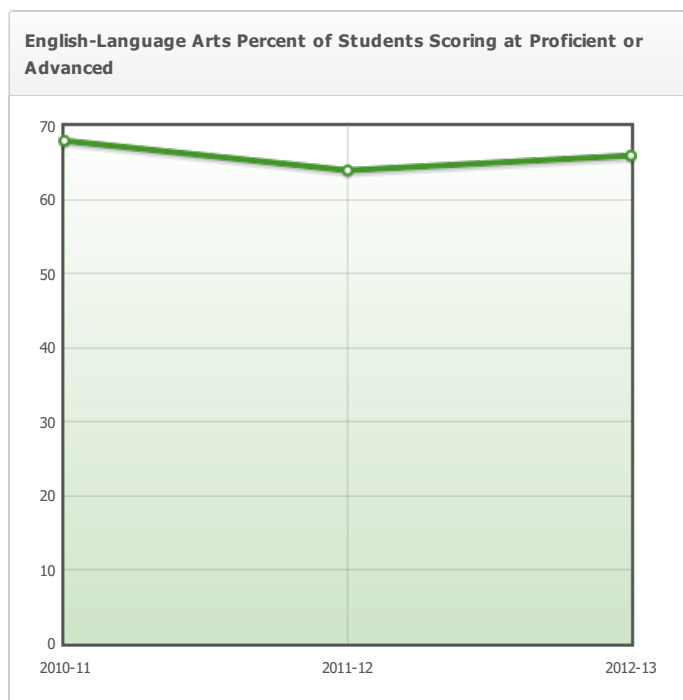
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

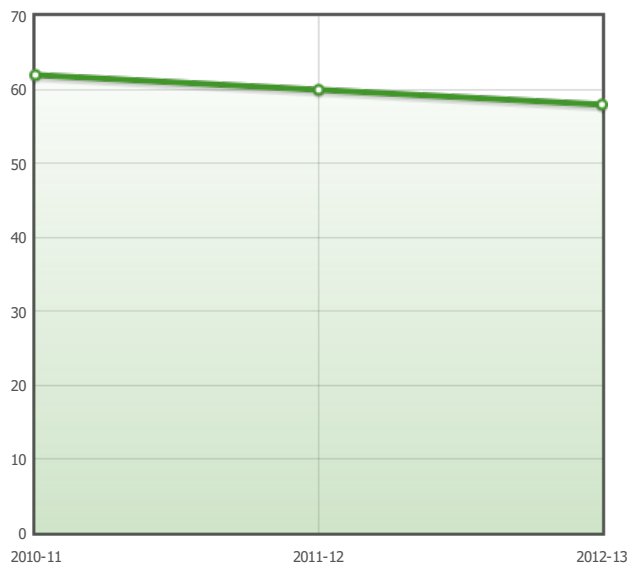
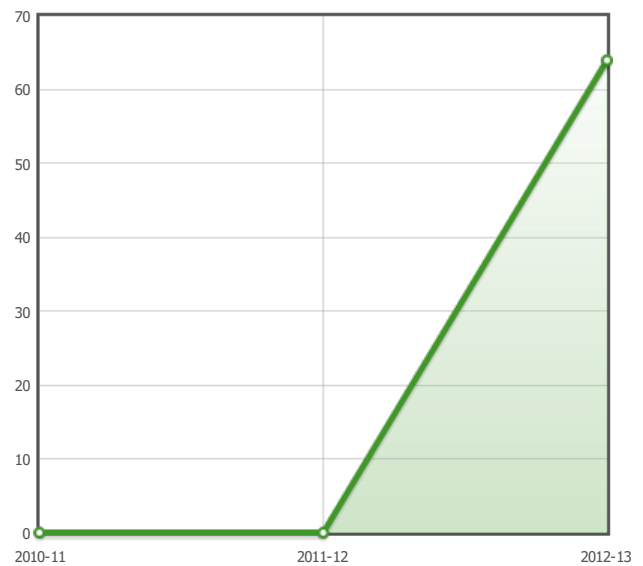
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68%	64%	66%	58%	58%	58%	54%	56%	55%
Mathematics	27%	54%	62%	51%	51%	52%	49%	50%	50%
Science	62%	60%	58%	67%	68%	67%	57%	60%	59%
History-Social Science	N/A	N/A	64%	59%	56%	58%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/30/2014

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	58%	52%	67%	58%
All Students at the School	66%	62%	58%	64%
Male	63%	69%	75%	N/A
Female	68%	56%	43%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	67%	53%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	63%	65%	65%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	58%	42%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/30/2014

California Physical Fitness Test Results (School Year 2012-13)

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 Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8%	18.8%	50.0%
7	40.0%	6.7%	33.3%
9	N/A	N/A	N/A

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.

Last updated: 1/30/2014

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 Web page](#).

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	2010-11	2011-12	2012-13
Statewide		5	6
Similar Schools			

Last updated: 1/30/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	B	13	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White		22	31
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	95	857	8,818	807	4,655,989	790
Black or African American	1		315	718	296,463	708
American Indian or Alaska Native	2		151	747	30,394	743
Asian	0		547	786	406,527	906
Filipino	1		62	890	121,054	867
Hispanic or Latino	15	819	1,947	738	2,438,951	744
Native Hawaiian or Pacific Islander	0		57	785	25,351	774
White	72	867	5,550	839	1,200,127	853
Two or More Races	4		107	756	125,025	824
Socioeconomically Disadvantaged	13	792	4,561	745	2,774,640	743
English Learners	6		1,232	684	1,482,316	721
Students with Disabilities	5		1,063	626	527,476	615

Last updated: 1/30/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/30/2014

Federal Intervention Program (School Year 2013-14)

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 Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	
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	%

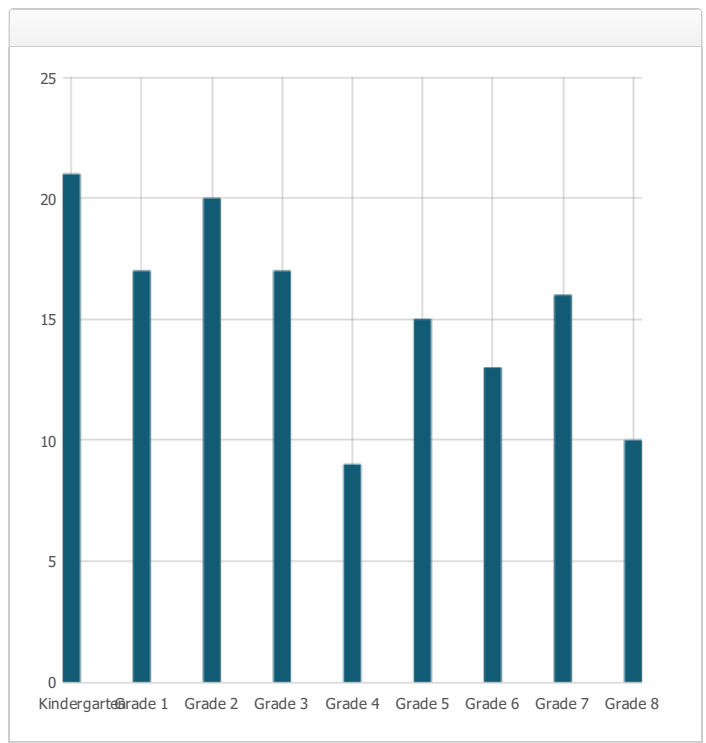
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Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

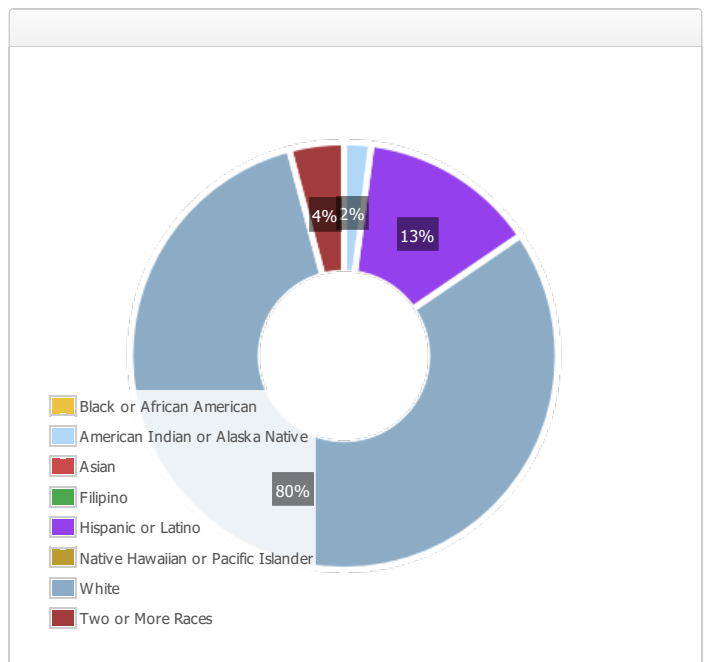
Grade Level	Number of Students
Kindergarten	21
Grade 1	17
Grade 2	20
Grade 3	17
Grade 4	9
Grade 5	15
Grade 6	13
Grade 7	16
Grade 8	10
Total Enrollment	138



Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.9
Asian	0.0
Filipino	0.7
Hispanic or Latino	13.0
Native Hawaiian or Pacific Islander	0.0
White	78.3
Two or More Races	4.3
Socioeconomically Disadvantaged	8.7
English Learners	4.3
Students with Disabilities	2.2



Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	0	0	17.0	1	0	0	21.0		1	
1	20.0	1	0	0	9.0	2	0	0	8.0	2		
2	23.0	0	1	0	8.0	2	0	0	10.0	2		
3	23.0	0	1	0	5.5	2	0	0	9.0	2		
4	22.0	0	1	0	9.0	1	0	0	9.0	1		
5	22.0	0	1	0	14.0	1	0	0	15.0	1		
6	26.0	0	1	0	15.0	1	0	0	13.0	1		
Other	26.0	0	1	0								

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

Last updated: 1/30/2014

School Safety Plan (School Year 2012-13)

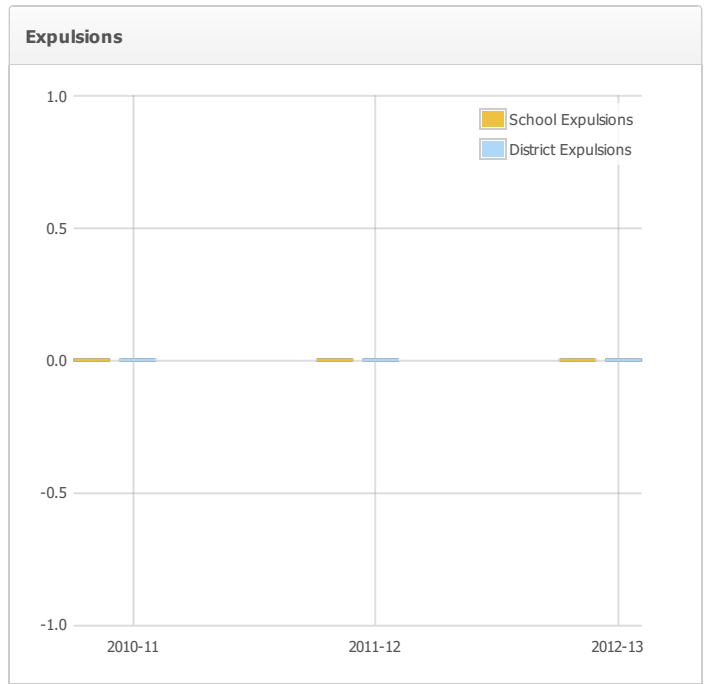
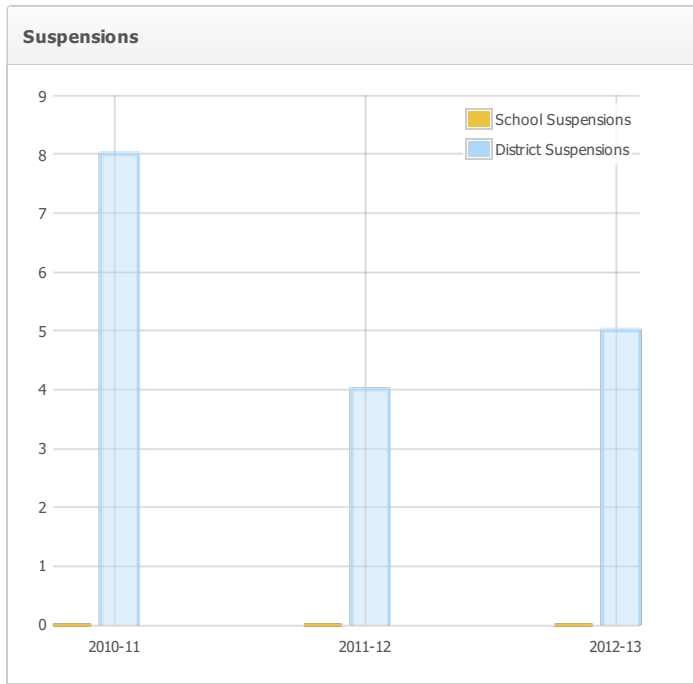
The School Safety Plan has been written by the Director with input from the Safety Committee and the school's insurance provider. The Safety Plan is updated annually in the summer for the next school year. Sherwood's Safety Plan provides for the physical and psychological safety of all students, staff and families of the Sherwood community.

Last updated: 1/30/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.03	0.00	0.03	8.86	4.57	5.77
Expulsions	0.00	0.00	0.00	0.58	0.62	0.67

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



Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The school's facility is in good repair. The building and grounds are inspected monthly by the School Director. Like many California charter schools, Sherwood does not have access to facilities that are comparable to district schools. Our students are overcrowded and our faculty must innovate on a daily basis to deliver stellar education while lacking access to space and specialized learning environments. The school plans to relocate to a larger facility in the near future.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

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	Fair	Some drinking fountains are no longer operable. Drinking water is available from working fountains and is accessible to all students.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

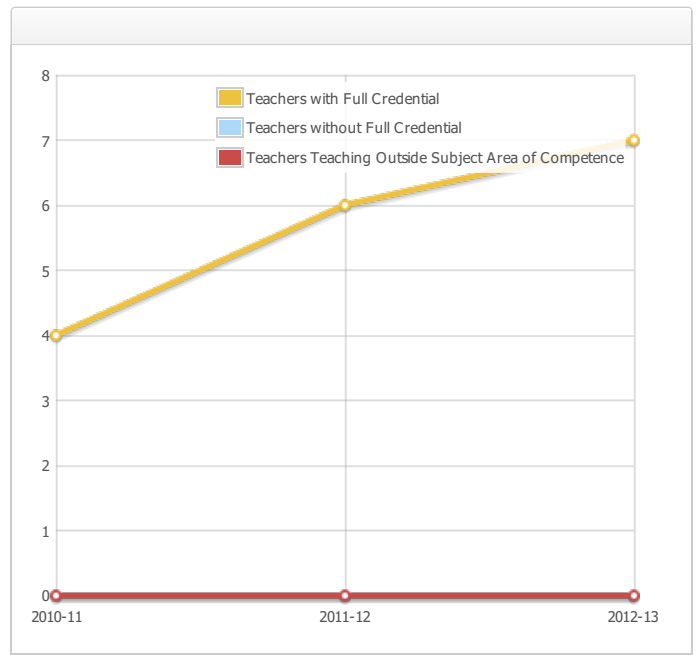
Overall Rating	Good
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Last updated: 1/30/2014

Teachers

Teacher Credentials

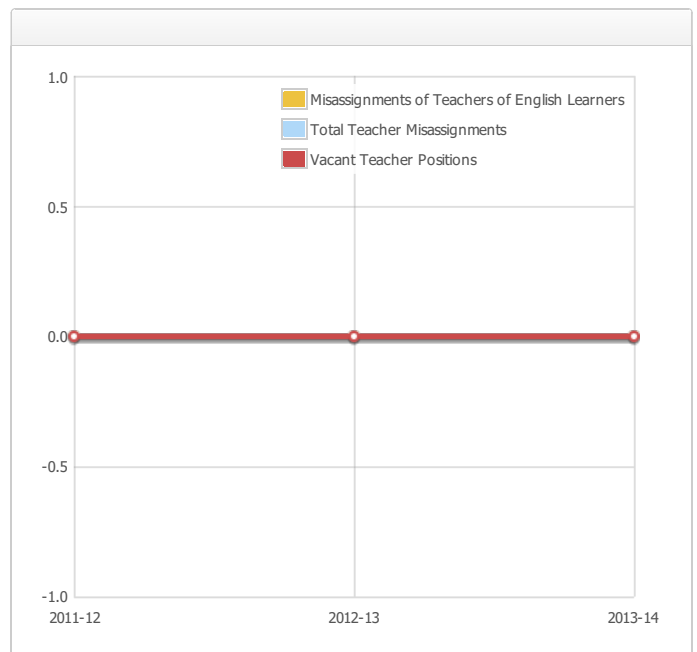
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	4	6	7	599
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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 Web page](#).

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.5	N/A

Note: Cells shaded in black or 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.

Last updated: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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 instructional 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: September 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Traditional Montessori materials Reading/Language Arts McDougal-Littell California Edition/2010	Yes	0.0
Mathematics	Traditional Montessori materials McDougal-Littell Math California Edition/2010 enVision Math California	Yes	0.0
Science	Traditional Montessori materials McDougal-Littell Science California Edition/2010	Yes	0.0
History-Social Science	Traditional Montessori Materials McDougal-Littell History California Edition/2010	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,343	\$00	\$8,343	\$40,963
District	N/A	N/A	\$5,649	\$63,409
Percent Difference – School Site and District	N/A	N/A	32.29%	35.99%
State	N/A	N/A	\$5,537	\$68,841
Percent Difference – School Site and State	N/A	N/A	33.63%	40.50%

Note: Cells shaded in black or with N/A values do not require data.

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 Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/30/2014

Types of Services Funded (Fiscal Year 2012-13)

The Montessori approach to education is holistic, considering not only the intellectual development of the child but the physical and emotional development as well. Sherwood supports a number of services that reflect this value, including: the Second Step program for promoting healthy self-esteem and peaceful conflict resolution, a Cooking and Gardening program for all ages that fosters healthy lifestyle choices, Spanish language classes, Drama, Soccer, and excursions to Chico Performances. Academics are supplemented with intervention and enrichment services in reading, writing, and math including use of the Read Naturally program, the Lindamood Bell LIPS Program, the Barton and Wilson Programs for reading and spelling, guided reading using leveled texts, after school Math Club, and literacy groups with high level text such as the Book in Common and traditional classical literature. In 2012-2013, Sherwood Middle School attended Shakespearean Plays and acting classes in Ashland, Oregon, following up their reading and analyses of A Midsummer's Night Dream.

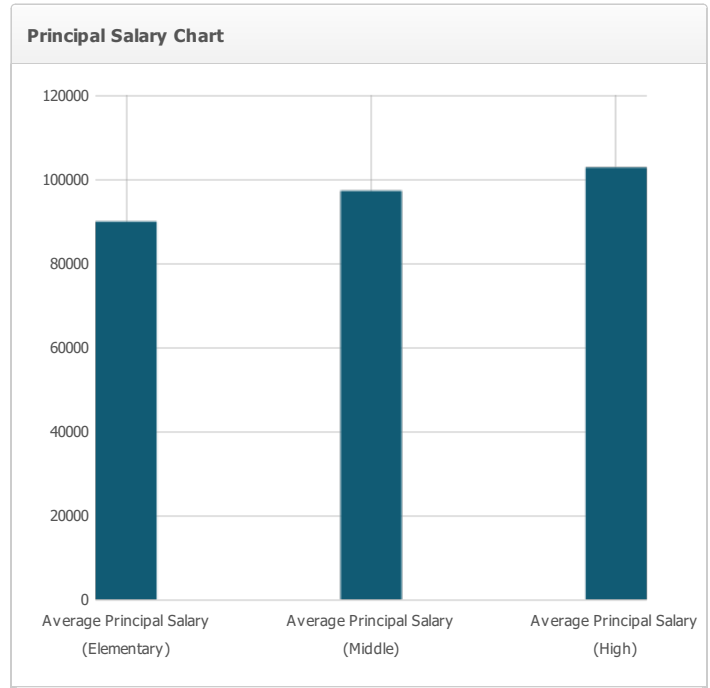
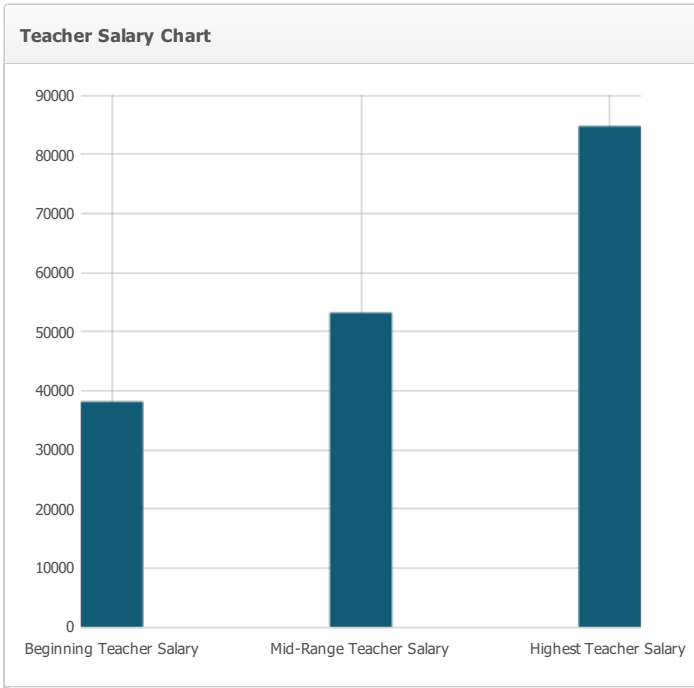
Last updated: 1/30/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,121	\$40,933
Mid-Range Teacher Salary	\$53,164	\$65,087
Highest Teacher Salary	\$84,737	\$84,436
Average Principal Salary (Elementary)	\$89,920	\$106,715
Average Principal Salary (Middle)	\$97,238	\$111,205
Average Principal Salary (High)	\$102,804	\$120,506
Superintendent Salary	\$164,900	\$207,812

Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/30/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

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.

Sherwood Montessori is dedicated to providing an authentic Montessori education for our students. To this end, it is essential to have properly trained Montessori teachers. The bulk of our professional development is spent, in terms of time and fiscal resources, on ensuring that all our lead teachers have high quality Montessori training.

In addition to the Montessori training, Sherwood teachers and Director take part in trainings offered through the Butte County Office of Education and other local sources for professional development such as The Training Place at Butte College. During the 2012-2013 school year, staff attended professional development related to Common Core State Standards, implementing Writers' Workshop, mathematics instruction, the Nurtured Heart Approach, and handling active shooter/code red situations.

Although no calendar days are set aside for full staff development, Wednesdays are early release days and professional development takes place once to twice monthly on Wednesdays. Topics chosen for professional development are decided collaboratively by the teaching faculty using student data as a guide.

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