

Burton Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Burton Middle School
Street	1155 N Elderwood St
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 781-2671
Principal	Adriana Franco
E-mail Address	afranco@burtonschools.org
Web Site	www.bmsbulldogs.org
CDS Code	54-71837-6100267

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Sergio Mendoza
E-mail Address	sergio.mendoza@burtonschools.org
Web Site	www.burtonschools.org

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

Burton Middle School, located on the west side of Porterville, California (population 59,045) in rural Tulare County, the heart of the San Joaquin Valley, is one of nine schools in the Burton Elementary School District. Burton Middle School served approximately 530 students in seventh and eighth grade by offering a comprehensive middle school program intended to meet the needs of all students. Burton Middle School is preparing students to be global citizens in the 21st century with sophisticated learning skills to help make notable contributions to our society. BMS is striving for student success academically and socially while focusing on the Burton Priorities. While our school is focused on the future, we are also grounded in more than 140 years of Burton Elementary School District tradition. BMS students engage in a rich curriculum and are exposed to a world class educational experience. All students participate in a Language Arts, Common Core Mathematics, Science, History, Physical Education, and Writing for 45 each period. All students also participate in a Leadership elective and an additional elective class of their choice each year. Elective choices at BMS include: Spanish, Art, Digital Media, Video Production, Robotics, Coding, Choir, Guitar, Varsity Band, and Leadership. Struggling students are also assigned an Intervention class for mathematics in addition to their core class to ensure they master the grade-level standards. A variety of clubs and intramural sports are available at lunch time to allow BMS students to be involved in extra-curricular activities in addition to the academic pursuits. BMS also offers several after-school athletic opportunities for students who are interested in playing football, volleyball, cross-country, soccer, wrestling, basketball, baseball, softball, and track. The staff at BMS is committed to ensuring that BMS students are offered a wide range of academic and social experiences that provide for a solid educational foundation. School-wide goals include the successful implementation of the Capturing Kids Hearts and The Leader in Me programs. Both programs focus on improving school culture, equipping and empowering students, and creating an inclusive, safe learning environment. BMS VISION is to reach our potential through shared leadership, inclusive culture and rigorous academics. BMS MISSION is to be an empowered community of scholarly leaders who strive to inspire, teach and learn.

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

Grade Level	Number of Students
Grade 7	297
Grade 8	291
Total Enrollment	588

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.2
Asian	3.9
Filipino	3.9
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.5
White	17.3
Socioeconomically Disadvantaged	74.7
English Learners	18.7
Students with Disabilities	9.0
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	19	21	181
Without Full Credential	4	6	4	47
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: September 2018

The Curriculum Council is leading Burton staff through a review and pilot of ELA curriculum for a possible new adoption (2016-17). Continued review continues through the 17-18 year.

State adopted curriculum guides instruction in all core subject areas. Burton Middle School teachers also use supplemental instructional materials to enhance student learning of the Common Core Standards. In addition, our ELD teachers use board adopted Avenues curriculum to teach our Designated English Language Development classes.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption (2003) – Good Quality	Yes	0%
Mathematics	Current Adoption (2014) – Good Quality	Yes	0%
Science	Current Adoption (2007) – Good Quality	Yes	0%
History-Social Science	Current Adoption (2006)– Good Quality	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance, Operations and Transportation, along with the site administrator, annually inspects our school site. Safety hazards, maintenance needs, repairs, etc. are noted and scheduled for repair. District maintenance staff ensures that the repairs necessary to keep our school in good repair and working order are completed in a timely manner.

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: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds are in poor condition due to City watering standards that does not allow enough water to maintain healthy turf

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	25.0	27.0	32.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	13.0	11.0	23.0	27.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	566	563	99.47	27.35
Male	290	288	99.31	21.53
Female	276	275	99.64	33.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	47.62
Filipino	21	21	100.00	33.33
Hispanic or Latino	408	405	99.26	24.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	100	100	100.00	35.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	436	433	99.31	24.48
English Learners	203	201	99.01	24.88
Students with Disabilities	53	52	98.11	1.92
Students Receiving Migrant Education Services	21	21	100.00	28.57
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	566	563	99.47	11.37
Male	290	289	99.66	11.07
Female	276	274	99.28	11.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	33.33
Filipino	21	21	100	19.05
Hispanic or Latino	408	405	99.26	8.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	100	100	100	16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	436	434	99.54	10.37
English Learners	203	202	99.51	11.39
Students with Disabilities	53	52	98.11	1.92
Students Receiving Migrant Education Services	21	21	100	4.76
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	29.8	25.9	17.7

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Burton Middle School parents have a variety of avenues through which they may become involved in their child's education. Parents may participate as members of the BMS School Site Council (SSC), which meets at least four times annually to oversee the consolidated programs and participate in site planning and decision-making. Parents participate as members of the BMS PTA, which meets monthly to promote school spirit, parent education, and supports student and staff activities. Parents may participate as members of the ELAC (English Learner Advisory Committee), which meets at least four times annually to promote parent participation in school, provide information about curricular programs and activities, provide information of interest to parents, and to serve as advisers for the English learner program at BMS. Parents may participate as members of the DELAC (District English Learner Advisory Committee) and discuss district-wide services for English learners. Burton Middle School welcomes parents who wish to volunteer for campus events. There are many opportunities for parents to practice their strengths and meet new challenges while participating in their child's education. Parents are encouraged to attend all of the athletic, fine arts, and recognition events planned throughout the school year. At the end of each quarter, BMS parents are invited to attend parent/teacher/student conferences to review each student's progress toward local and state standards. Parents are also offered an opportunity to be elected on to the School Site Council and ELAC Committees.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.3	11.4	0.8	2.4	3.1	1.4	3.7	3.7	3.5
Expulsions	1.4	1.1	0.6	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

We, at Burton Middle School, are committed to providing a safe environment for students and staff. We have developed a School Safety Plan in accordance with state law and pursuant to the Education Code. We understand that a safe environment is the foundation on which academic success and personal growth is built. Component #1: The School Climate It is our goal to provide students and staff with a safe, caring and enjoyable environment in which each individual can achieve personal growth, develop strengths, and contribute to the overall success of the school. Burton Middle School has adopted the Capturing Kids Hearts program to involve students in making good choices and to recognize situations harmful to a safe school community. Objective: As a result of the implementation of the Capturing Kids Hearts, staff will issue 20% fewer behavior referrals by the end of the school year, as compared to the previous year. Further, behavior incidents will be reduced by 20%. Activities: Members of the administrative team will attend workshops on the implementation of such programs, and in turn provide training and information to staff on a continual basis. The programs will be updated and renewed and monitored by the administrative team, using student and staff volunteers. Students will be exposed to the programs through assemblies, student bulletin announcements, and written materials. Parents will be notified via news letters sent home, and encouraged to participate in the implementation process. Objective: As a result of students sharing in school planning and the related decision making process, as well as a community-wide education campaign, student attendance will improve, as compared to the previous school year. Activities: By the end of each school year, students will be surveyed in regard to programs they would like to see in school. Students will be actively involved in choosing school clubs, planning team competitions and activities, and participating in rallies and assemblies, on an on-going basis. Students will experience a sense of ownership in our school and find personal enjoyment and meaning in attending school on a regular basis. Through collaboration with staff, student, parents, and members of the community, an education campaign will be launched, detailing the fun and exciting activities taking place at school, while highlighting the importance of regular school attendance. Component #2: The Physical Environment It is our goal to have a safe and clean campus, which facilitates a feeling of security, while instilling a sense of pride in students and staff. Objective: Through a clean campus educational campaign, litter, vandalism and graffiti will be reduced by 40%, as compared to the previous school year. Activities: The ASB and other clubs willing to participate will be assigned an area of responsibility on campus, including restrooms. Clubs can earn funds for field trips and rewards by competing against each other to have the cleanest area on campus. Clubs will also be responsible for notifying administration of any unsafe condition, damaged property or graffiti located in their assigned area. The problem will then be remedied by the administration as soon as possible. Staff members will act as examples to students by picking up litter as they move about campus. Students will be reminded to properly dispose of their litter in morning announcements, as needed throughout the year. Objective: Knowledge of the school Crisis Response Plan by staff and students will increase by 50% by the end of the first semester, as compared to the previous year. Both details of the plan and crisis response procedures will be reviewed and practiced on an on going basis through out the year. Activities: All staff members will have an up-dated copy of the Crisis Response Plan at the beginning of each school year. The plan will be reviewed with staff at monthly meetings in August through September. Assigned teachers, in specific classes, will review the plan with students. Various components of the plan will be practiced on at least four occasions during the second semester. The Safety Plan was updated, reviewed, and discussed with the staff in August of 2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	23.0	12	12		24.0	8	18		24.0	10	23			
Mathematics	26.0	1	17		25.0	7	18		26.0	6	20			
Science	24.0	10	34		29.0	1	18		29.0	2	21			
Social Science	26.0	1	17		28.0	1	17	1	29.0	1	36			

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	535
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.25	N/A
Social Worker	N/A	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.17	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	N/A	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,795	\$608	\$6,187	\$73,157
District	N/A	N/A	\$5,704	\$70,281
Percent Difference: School Site and District	N/A	N/A	8.1	4.0
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-14.1	-3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Funded services provided at Burton Middle School include teachers, teacher's aides, books, supplies, equipment, nursing/counseling services, and administration. While the majority of the Burton Middle School budget is made up of "general" funds, additional monies are also provided through "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Learners (EL), Title IV, and Migrant Education. Other district-funded services include bus transportation, a school lunch and breakfast program, and Special Education program. Burton Middle School provides a variety of services above and beyond regular classroom instruction. Our school psychologist is shared with other campuses but provides assistance for students in need of various services when needed. Our school nurse provides emergency medical attention as permitted by law, as well as health education for both students and staff. Our district Staff Developer provides regular assistance to staff and is an integral component of our staff development programs. Resource Specialist staff and ELL staff also provide assistance to regular education classroom teachers, are included in regular academic team meetings and regularly provide assistance. Services from the EL Resource Teacher, bilingual aides, and a Migrant Tutor are available for identified students. The Library Media Center and the services of the Library/Media Clerk provide students with opportunities to pursue independent activities and publish their projects.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,147	\$48,064
Mid-Range Teacher Salary	\$76,335	\$75,417
Highest Teacher Salary	\$99,924	\$94,006
Average Principal Salary (Elementary)	\$124,514	\$119,037
Average Principal Salary (Middle)	\$133,352	\$123,140
Average Principal Salary (High)	\$142,791	\$135,974
Superintendent Salary	\$179,280	\$183,692
Percent of Budget for Teacher Salaries	34.0	36.0
Percent of Budget for Administrative Salaries	9.0	6.0

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

Professional Development (Most Recent Three Years)

On-going staff development activities are an essential part of Burton Middle School's efforts to maintain and improve our high-quality educational program. All BMS teachers participate in professional development training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. Professional development is provided by outside consultants, county and district specialists, site administrators, resource teachers, and mentor teachers. All teachers spend time collaborating with their subject matter colleagues during PLC time every Wednesday afternoon. Department teams use the Achievement Team model to identify essential Common Core Standards, create formative assessments, choose instructional strategies, design effective lessons, and analyze data to guide their instruction. New programs and instructional practices are the focus of training provided by the district curriculum specialists and outside professionals. Professional development is provided during teacher workdays before the school year begins, after school staff meetings, early release Achievement Team meetings on Wednesday afternoons, release time using substitute teachers, attending outside conferences, after school district workshops, and annual district sponsored mini-conference, or through individual coaching provided by our site Mentor Teacher. During the past three school year, Burton Middle School teachers have participated in professional development focused on Close Reading, Capturing Kids Hearts, Kagan Strategies, DBQ, ILX Math, ELD Standards, Nancy Fetzter Writing, Academic Conversations, and The Leader In Me. Teachers are supported in the implementation of new instructional programs and practices through monthly professional coaching conversations with the principal, classroom observations by district instructional coaches, collaborating with the site mentor teacher, and reviewing formative as well as summative data during Achievement Team meetings.