

# **M. Robert Adkison Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	M. Robert Adkison Elementary School
Street	1824 Nadine Ave.
City, State, Zip	Modesto, Ca. 95351
Phone Number	209 556-1600
Principal	Stephanie Pimentel
Email Address	spimentel@ceres.k12.ca.us
Website	<a href="http://adkison.ceres.k12.ca.us/">http://adkison.ceres.k12.ca.us/</a>
County-District-School (CDS) Code	50-71043-6052435

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209 556-1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

### School Description and Mission Statement (School Year 2020-2021)

The Adkison community strives to nourish and sustain a climate of high expectations, joy in education, fairness, and equality for all. The school vision states to:

Develop life-long learners and problem solvers who achieve success academically, socially, and emotionally.

Adkison's Mission is for all students to follow the GATOR Way by being respectful, safe, responsible, conscientious role models and will progress academically towards being at or above grade level.

Adkison Elementary School is located on the north side of Ceres and is in the Ceres Unified School District. The school was built in 2004-2005 and has been opened with staff and students since August 10, 2005. The school includes 32 classrooms, a cafeteria, a library, an administration office, and an outside meeting area with a shade structure. The campus is located on the north side of Ceres and most students walk to and from school.

Adkison is a transitional kindergarten through sixth grade school of approximately 675 students. School staff includes: a principal, assistant principal, administrative assistant, twenty eight certificated teachers, one education specialist, one intervention teacher, twenty paraprofessionals, one library clerk, a 20% nurse, a 6 hour health clerk, a speech teacher, an office manager, an attendance secretary, and nine other support staff, which includes our cafeteria, playground, custodial, and crossing/noon duty staff members. Itinerant music and P.E. teachers provide services two days per week.

The school year consists of 180 instructional days with seven minimum days for parent conferencing. The students in Transitional Kindergarten through 6th grades are in school for 310 instructional minutes per day. The school has a Parent Teacher Club that supports extracurricular programs, classroom budgets, special events, and facilities for the school.

The culture is diverse at Adkison. Of the approximately 675 students, approximately 94% of the students receive free or reduced cost breakfast and lunch, 53% are English Learners (EL). The ethnic make-up includes 83% Hispanic, 7% White, 6% Asian, and 2% Black. Approximately 0.01% of the intermediate students are identified as GATE students.

There are two classes for moderate/severe special education on the school site. Speech and Language development services, Adaptive PE, and Resource programs are provided as part of the Special Education Services. Supplemental programs include the following: after school Academic Intervention Program and Science Squad led by current college students in teacher development classes (on hold this year due to COVID), and ASES (after school enrichment program). Differentiated Instruction Time (DIT) is incorporated into the regular school day. Learning Handicapped students are all mainstreamed and English Language Learners are provided English Language Development. Extracurricular activities include chorus, traffic patrol, music, beginning/advanced band, Coding Club, and serving on the Student Council. There is a breakfast program available for all students along with supper.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	109
Grade 1	71
Grade 2	96
Grade 3	99
Grade 4	98
Grade 5	99
Grade 6	103
<b>Total Enrollment</b>	<b>675</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	5.3
Filipino	0.3
Hispanic or Latino	84
Native Hawaiian or Pacific Islander	1.5
White	6.2
Two or More Races	0.3
Socioeconomically Disadvantaged	90.2
English Learners	52
Students with Disabilities	10.5
Foster Youth	0.3
Homeless	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29	28	27	617
Without Full Credential	0	1	1	25
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020/08

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMScopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

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

## School Facility Conditions and Planned Improvements

Our facilities are neat, clean, and in good working order. Facility inspections occur regularly to identify any area of immediate concern for repair. Twice per year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs. Our school has been rated at a "9" or a "10" on a 1-10 scale each year it has been opened. Due to the COVID pandemic this year, the facility visit was not conducted. However, the facility is still in good working order as maintenance is continually being done and work orders are submitted when issues arise.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/4/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	Classroom 30: There are cabinets blocking the data closet.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Primary Boy's Restrooms: There is a non operational hand dryer.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Classroom 7: There is a tablecloth that is not fire treated.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural: Structural Damage, Roofs</b>	Good	Multipurpose Room: There is a large crack on the floor. Speech Room: The inside wall is beginning to split.
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	36	N/A	38	N/A	50	N/A
<b>Mathematics (grades 3-8 and 11)</b>	30	N/A	25	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



## 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 2020-2021)

The Adkison Elementary School staff is dedicated to providing the best possible education for its student population. The staff is supported in their educational efforts by the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Parent Teacher Club (PTC), and a Coffee Club. Recognizing that parent involvement is crucial in student education, Adkison staff focuses on engaging all parents.

The Adkison Student/Parent Handbook and the Ceres District Calendar is available for each student and family at the beginning of school, and at the time of registration of new students to Adkison School. This handbook has important information in it regarding such things as: an Adkison School Compact which involves the school, student, and family, information about parent and student recognition; information and calendars to provide parents with opportunities and information to be involved in school performances, assemblies and other educational classes/activities; ideas to inform parents how best to assist their children in learning at home; information regarding student award/recognition assemblies and student performances.

Parents are offered English as a Second Language and other parent education classes through the Adult Education Program. Multiple opportunities for family engagement, including such things as annual family gatherings for Back To School Night and Parent Teacher Conferences, Coffee Club, Parent/Teacher Club, and volunteering in classrooms and special events.(Due to the COVID pandemic, many of these events are currently on hold until it is safe to resume them.)

All staff can be readily contacted in person or by telephone, hand-delivered notes, or email. School notices are sent home via Parent Square and Social Media as reminders as well as a monthly newsletter which contains up-to-date school events. "School Bells" articles in the Ceres Courier provide an opportunity to highlight school events and student successes. The school also has a marquee where monthly information is posted in both Spanish and English.

Our school provides translation for conferences, special school events, and any other time it is needed to communicate with a family.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.8	4.6	10.1	7.0	3.6	3.5
Expulsions	0.1	0.0	0.3	0.3	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.7	6.2	3.5
<b>Expulsions</b>	0.0	0.4	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

The Safe School Plan is reviewed and modified each year as needed. The Safe School Committee recommends changes based on review of information which was updated February 2020. Any changes are submitted to the School Board for approval. In order to secure a safe and secure school environment, the Adkison staff encourages all students to succeed academically while at the same time providing a Safe and Civil School. Working together as a team, including law enforcement, District Office personnel, parents, students, and staff, the Adkison community strives to nourish and sustain a climate of fairness and equality for all. The school also solicits feedback from teachers, parents and students to address any safety concerns that they might have. A continued focus on Positive Behavioral Interventions and Supports, MTSS (Multi-Tiered System of Supports, and an emphasis on recognizing academics and desirable behaviors have helped to establish a positive culture on campus.

## 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.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>K</b>	20	1	5		22		4		22	1	4	
<b>1</b>	23		4		22		4		24		3	
<b>2</b>	23		4		21		4		24		4	
<b>3</b>	23		4		19	1	4		17	2	4	
<b>4</b>	25	1	3		29		3		20	2	3	
<b>5</b>	32		3		32		3		20	2	3	
<b>6</b>	25	1	3		32		3		26	1	3	
<b>Other**</b>					11	1						

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,675.16	2,481.38	7,193.78	85,926.39
District	N/A	N/A	7,932.61	\$82,555
Percent Difference - School Site and District	N/A	N/A	-9.8	4.0
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-7.4	1.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Local Control Accountability Plan and School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day. Staff salaries were also supported for our Administrative Assistant, Library-Media Clerk, and Kindergarten Instructional Paraprofessionals as well as Paraprofessionals to help support classroom teachers with interventions.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,950	\$52,484
Mid-Range Teacher Salary	\$81,650	\$81,939
Highest Teacher Salary	\$109,654	\$102,383
Average Principal Salary (Elementary)	\$122,754	\$129,392
Average Principal Salary (Middle)	\$123,185	\$136,831
Average Principal Salary (High)	\$146,921	\$147,493
Superintendent Salary	\$241,034	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

In the 2018-19 school year and the 2019-2020 school year, the school had 10 collaboration/early release days and 5 professional development days. Due to the COVID pandemic, early release days did not occur as students have been distant learning. However, collaboration is still occurring during regularly scheduled weekly times.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Teachers are given regular collaboration time during grade level meetings/collaboration, staff meetings, early release days, and collaboration assemblies. (Early release days and collaboration assemblies have not occurred this year due to the COVID pandemic).

The district manages its Induction program and works with the county office for other trainings and programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff coaches who can assist with the implementation of curriculum and strategies. This is often done during afternoon staff meetings, release days with coaches, and teacher-principal meetings. In-class coaching and co-teaching by the site coach also occur.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement. Due to the COVID pandemic, most professional development has occurred via Zoom to ensure the safety of all staff members.

A goal for the Adkison Staff this year is for each staff member to work in collaborative teams to ensure an equitable educational experience for all students regardless of the teacher. Teachers have worked to develop Common Formative Assessments which allows teams to share data to determine best instructional practices and intervention plans. In addition, professional development time has focused on becoming proficient with ELA and Math curriculum along with student reading development process and reading intervention support. A focus on Designated English Language Development has also been a site/district focus.