

# Dale Junior High School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

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

### 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, 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Dale Junior High School
Street	900 South Dale Avenue
City, State, Zip	Anaheim, CA 92804-4097
Phone Number	(714) 220-4210
Principal	Daphne Hammer
E-mail Address	hammer_d@auhsd.us
CDS Code	30664316058820

<b>District Contact Information</b>	
<b>District Name</b>	Anaheim Union High School District
<b>Phone Number</b>	(714) 999-3511
<b>Web Site</b>	www.auhsd.us
<b>Superintendent</b>	Elizabeth I. Novack, Ph.D.
<b>E-mail Address</b>	webmaster@auhsd.k12.ca.us

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

This section provides information about the school, its programs and its goals.

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The mission of Dale Junior High School is to provide each student with a relevant education in a supportive and safe environment that promotes leadership, critical thinking, problem solving, creativity and self-discipline in order to create citizens who LEAD by Living Above the Line. These skills will help students be prepared for college, career and beyond.

Leadership Effort Academics Determination

Dale Junior High School offers a rigorous curriculum and many opportunities to explore elective classes. Dale Junior High School has a strong after school program with a variety of opportunities for exploration, including sports, and tutoring. Teachers collaborate weekly to refine curriculum and instructional methods in their professional learning communities.

Dale Junior High School is a collaborative learning community preparing students for the 21st Century.

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Parents are actively involved with Dale Junior High School staff through the Parent Teacher Student Association (PTSA), athletics, performing arts, Advancement Via Individual Determination (AVID), and the School Site Council. Dale Junior High School has a strong volunteer program, which encourages parents to get involved. There are monthly Parent Partnership meetings (coffee with the principal and nightly parent meetings), which educate parents about teens and their community. The topics for these meetings are determined by the parents. There are five ELAC meetings held each school year. The Greeter Program facilitates parent volunteers to greet students in the morning when they arrive at school. Providing a welcoming "hello" and a smile is a great way for students to start the day. Student performances and information nights, which encourage parent participation, are held throughout the school year. Parents are encouraged to be a part of their students' education, and are welcome to meet with staff members to discuss the learning experiences of their students. Through the new Aeries Student Information System, parents are able to view student grades, check on discipline, monitor attendance, and update home information daily. Our counselors organize parent/teacher conferences to discuss student progress. We also encourage our families to participate in Back to School Night, Open House, and any performances held at Dale or in the community.

### III. 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	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	43	49	49	49	54	52	54	56	55
Mathematics	39	40	40	35	37	35	49	50	50
Science	56	64	58	58	64	62	57	60	59
History-Social Science	37	43	35	49	51	50	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.

## 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	52	35	62	50
All Student at the School	49	40	58	35
Male	44	39	58	35
Female	54	42	59	35
Black or African American	33	22	41	32
American Indian or Alaska Native	48	38		
Asian	68	76	89	68
Filipino	68	63	91	52
Hispanic or Latino	45	36	53	29
Native Hawaiian/Pacific Islander				
White	55	47	71	55
Two or More Races	47	23	47	25
Socioeconomically Disadvantaged	47	39	55	33
English Learners	14	17	26	7
Students with Disabilities	34	25	29	12
Students Receiving Migrant Education Services				

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.

### 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 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	22.4	30.5	13.5

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.

## IV. 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 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	2010	2011	2012
Statewide	4	4	4
Similar Schools	4	6	7

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	15	21	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	29	-11
Native Hawaiian/Pacific Islander			
White	25	-32	6
Two or More Races			
Socioeconomically Disadvantaged	12	25	-4
English Learners	-17	10	-19
Students with Disabilities	0	107	37

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.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,158	764	25,373	777	4,655,989	790
Black or African American	32	735	665	752	296,463	708
American Indian or Alaska Native	29	725	132	759	30,394	743
Asian	104	884	3,111	927	406,527	906
Filipino	39	864	1,030	882	121,054	867
Hispanic or Latino	707	744	16,371	734	2,438,951	744
Native Hawaiian/Pacific Islander	15	863	176	793	25,351	774
White	127	796	3,035	819	1,200,127	853
Two or More Races	105	717	853	804	125,025	824
Socioeconomically Disadvantaged	994	756	18,299	746	2,774,640	743
English Learners	648	703	10,907	685	1,482,316	721
Students with Disabilities	148	592	2,547	554	527,476	615

### 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

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	No	Yes
Met Graduation Rate (if applicable)	N/A	No

### 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: <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	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	13
Percent of Schools Currently in Program Improvement	---	92.9

## V. School Climate

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

Grade Level	Number of Students
Grade 7	631
Grade 8	605
Total Enrollment	1,236

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.2	White	10.8
American Indian or Alaska Native	2.5	Two or More Races	8.8
Asian	9.0	Socioeconomically Disadvantaged	82.5
Filipino	3.2	English Learners	60.9
Hispanic or Latino	61.2	Students with Disabilities	10.4
Native Hawaiian/Pacific Islander	1.3		

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

Subject	2010-11				2011-12				2012-13			
	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	35.2	11	12	43	32.1	11	15	37	21	18	26	19
Mathematics	36.9	4	11	34	35.8	7	2	35	26	14	18	19
Science	42.7	0	0	35	40.2	0	1	33	32	4	12	23
Social Science	43.7	0	1	32	37.6	0	4	30	33	3	8	23

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.

### School Safety Plan (School Year 2012-13)

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.

Student and staff safety is of utmost importance at Dale Junior High School. The School Safety Plan is reviewed on an annual basis and was last updated in 2013. Input is gathered from the School Site Council, staff, and community resource groups in order to determine any needed changes. We have excellent campus safety aides who work to be proactive instead of reactive. Our Discipline Committee meets regularly to address issues and come up with plans to keep our school safe. The Discipline Committee consists of staff members and parents.

The staff works hard to create an environment where students feel connected and feel comfortable talking with adults on campus when they have concerns. Dale uses our PBIS/Living Above the Line Program to encourage excellent student behavior, in which students strive to maintain appropriate behaviors and respect one another.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	13.88	7.39	7.76	9.85	4.55	
Expulsions	0.84	0.63	0.15	1.02	0.52	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

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

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
- Description of any needed maintenance to ensure good repair

The Dale Junior High School facility opened in 1959. The 27 acre site includes 41 regular classrooms and a number of portable classrooms. There are 4 computer labs as well as groupings of computers in every classroom. There are specialty classrooms for conducting science labs, or for running the music programs. The site also has a cafeteria, a media center, a gym and a variety of sports fields.

**Maintenance and Repair:** Site and District maintenance staff ensure 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's Board of Trustees 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 restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 9, 2013.



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

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 year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: October 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	The air conditioner in Room 204 is making loud noises.
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Several missing, stained and damaged ceiling tiles in various areas. Missing baseboard by east door in gym. Paint is peeling off the walls in the girls' locker room. Carpet seam is split in the middle of classroom in Rooms 910 and 911.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Missing two light difusers in teachers' lounge.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Drinking fountain in Room 101 is not working. Access panel door in Girls' restroom is unsecured. Boys' restroom in kitchen has a light out and a broken wall tile. Broken mirror in Boys' restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	Holes in the wall outside Room 200. Paint is peeling off the rain gutters in several areas. Roof leak in the Band Room office.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	North door frame is bent in Room 404. Damaged handle at the east door in the Student Store.

#### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	47	49	55	55
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments	0	1	1
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.

### 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 at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	100.0	0.0

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.

## VIII. 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	2	618
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.33	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0	---
Other	0	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School 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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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Year and month in which data were collected: August 2009

Dale Junior High uses textbooks and instructional materials that are aligned to the State standards. Students have access to a textbook in each of their subject areas that use textbooks. We follow the District curriculum cycle for purchasing new standards based textbooks. Teachers are trained on the use of new textbook materials. Annually we assess what textbooks we have to be sure that every student has access.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks were adopted in 2008-09. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

## X. School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$6,908	\$1,849	\$5,058	\$84,776
<b>District</b>	---	---	\$5,824	\$83,851
<b>Percent Difference: School Site and District</b>	---	---	-13.2	1.1
<b>State</b>	---	---	\$5,537	\$71,584
<b>Percent Difference: School Site and State</b>	---	---	-8.7	18.4

**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 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 Web page 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 2012-13)

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

Dale receives EIA-LEP funding, which is used in a variety of ways to provide additional support to English learners, including an after school homework club. Title I funding provides additional support classes in reading and mathematics, and also supports a computer lab for targeted interventions. Title 1 funds support student instruction on our campus.

\*Qualifying Dale Junior High School students also participate in Supplemental Educational Services (SES) through the Title I program.

\*SES is also referred to as free Title I after-school tutoring.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,407	\$42,865
Mid-Range Teacher Salary	\$86,266	\$69,484
Highest Teacher Salary	\$99,147	\$89,290
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$123,886	\$119,946
Average Principal Salary (High)	\$136,711	\$128,378
Superintendent Salary	\$244,008	\$202,664
Percent of Budget for Teacher Salaries	40.6%	36.8%
Percent of Budget for Administrative Salaries	4.0%	4.9%

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

## 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 determine 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, and data reporting, etc.)?

Dale Junior High School staff members participate in professional development every Thursday, when students have a weekly late-start day. The teachers meet from 7:30-8:40 am on Thursdays, by department, to assess data that students take to determine areas of strength and areas that may need to be re-taught in a different way. Teachers also meet as a whole staff, or they meet in small groups of their choosing to work on school projects. They collaborate on the best practices for teaching the standards with the greatest learning and retention. Dale Junior High School has four professional development days each school year. One day occurs before the school year begins, and two of the professional development days occur during the school year. Many of the teachers at Dale attend conferences to expand their teaching tools and refine instructional practices. Dale has three Lesson Design Specialists who work with teacher volunteers to help refine lessons to successfully engage more students. Teachers work with course-alike teams to collaboratively develop lesson plans, which they then observe each other teach, and then meet up to assess, revamp and revise. The leadership team helps in the planning of the professional development, so that the needs of staff are met. Our teachers have participated in many professional development opportunities that relate to the upcoming Common Core State Standards. They are focusing on the 4 Cs (communication, collaboration, critical thinking, creativity) and project based learning.