



# Ethel Dwyer Middle School

1502 Palm Ave. • Huntington Beach, CA 92648 • (714) 536-7507 • Grades 6-8

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Huntington Beach City School District

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#### District Governing Board

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Assistant Superintendent  
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Assistant Superintendent  
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### School Description

We will provide an environment where students learn about themselves and the world around them, develop their potential, and acquire the skills necessary to become life-long learners.

We envision a school that provides an environment that focuses on high academic instruction and values responsibility!

Dwyer Middle School provides a stimulating, quality instructional environment for approximately 1250 students in the northwest section of Huntington Beach, seven blocks from the ocean. Dwyer has continued to raise its Academic Performance Index (API) score each year and is now the top middle school in Huntington Beach City School District. The Dwyer staff, over 60 members strong, is dedicated to the proposition that all students can learn and find success. We have created classes that help students achieve at this high level of performance. We are confident that with our help, students will master the challenging academic program we have created at Dwyer. We work collaboratively with colleagues, students, and parents to ensure that our academic programs continue to improve.

In 2013, the last time California was able to use California Standardized Test data, Dwyer students met 5 of it's 25 Adequate Yearly Progress objectives and continues to struggle with it's subgroups including Hispanic, English Language Learners and Low Socio-Economic Status subgroups in both English Language Arts and Math. These students are targeted in our intervention and academic groups. Dwyer continues to raise it's API each year and though it climbed from 883 in 2011, 887 in 2012 and 895 in 2013, it continues to struggle in these specific areas.

In order to continue to raise the bar for all of our students and to close the gap for students with below grade level skills, Dwyer teachers will continue a tiered approach to placing students in CORE language arts/social studies, math, and science. Students are placed in one of 8 possible literacy skill levels in language arts; one of 7 possible math skill levels, and one of 4 possible skill levels in 8th grade science. Each student is placed according to a multiple measures approach that includes on-going teacher formative assessment, Grade Point Average (GPA), Smarter Balanced Assessment Consortium (SBAC) assessments, teacher recommendations, district Benchmark Assessments, and collaboratively created teacher assessments. When appropriate students move between levels as skills improve or lag. Placement in our CORE program is as follows:

Using multiple measures, each Dwyer student is assessed at the end of the school year and at the beginning of the next year to determine their CORE (Literacy/Social Studies) placement, and to see if they need interventions outside the regular classroom setting. Dwyer has instituted a comprehensive, tiered literacy program for all students. Tier 1 includes English Language Development (ELD) classes for our English Learners to improve English fluency. Students use High Point 1 and High Point 2 for English Learners with little or no English skill, and for students emerging from High Point 2 transition into READ 180 CORE classes for 6th, 7th, and 8th graders 1 to 2 years below grade level in reading skills. A reading fluency assessment helps in identifying targeted students as well as GPA; the Scholastic Reading Inventory (SRI) is used for all students in all CORE classrooms to identify this data. Tier 2 includes our Collaboration classes that pair students who are at below grade level on their English Language Arts (ELA) Benchmark, as well as students who have extra support services described in their Individual Education Plan (IEP) in the areas of English and History.

Tier 2 also includes Special Day Classes (SDC) for students with an IEP that generally require instruction two or more years below grade level and have mild to moderate learning disabilities. Tier 3 classes are regular CORE classes. All other students not needing Tier 1 and 2 classes are placed in CORE classes using the multiple measures listed above. Students who are not proficient on the ELA Benchmark or below a 2.0 GPA are given either a Guided Support or Study Skills intervention class taught by their regular CORE teacher. These students are targeted to receive this intervention to help push them to ELA Benchmark proficiency. Students with learning disabilities are placed with students without learning disabilities throughout the tiered system unless specifically scheduled into a Collab class. Dwyer has specially designated collaborative classes at each grade level for students with learning disabilities and are grouped with regular education students with similar skills. These classes have a regular education teacher, a Special Education teacher, and a Special Education aide. These classes have the appropriate grade level curriculum expectations. Special Education students may also be placed in any other literacy level class depending on multiple measures and the IEP team's recommendation. All non special education students who are at 1 year below grade level and above in literacy skills are placed in one of 3 additional levels. There are specially designed CORE classes for learners who have Basic skills and are considered 1 year below grade level to low-grade level skills. There are special classes for Proficient to Advanced learners, and we have Gifted and Talented Education (GATE) Cluster classes for students who have high to advanced skills. For the 2014/15 School year, all teachers will continue to implement Direct Interactive Instruction (DII) to support the implementation of the Common Core Standards.

## About the SARC

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (714) 536-7507.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	395
Gr. 7	438
Gr. 8	436
<b>Total</b>	<b>1,269</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.5
Asian	11.3
Filipino	0.8
Hispanic or Latino	22.9
Native Hawaiian/Pacific Islander	0.4
White	56.9
Two or More Races	6.7
Socioeconomically Disadvantaged	24.2
English Learners	6.4
Students with Disabilities	6.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Ethel Dwyer Middle School	12-13	13-14	14-15
Fully Credentialed	49	47	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	9	8	0
Huntington Beach City School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	269
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ethel Dwyer Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

\* 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Prentice Hall Adoption Year 2003
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	McDougal Littell - 6-7 Adoption Year 2002  Prentice Hall - 7-8 Adoption Year 2002
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Pearson Prentice Hall Adoption Year 2008
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Teachers' Curriculum Institute Adoption Year 2007

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The main building at Dwyer School was built in 1934 and consists of an office area, auditorium and 31 classrooms. An addition in 1995 provides a library, multipurpose room and 9 classrooms. A locker room building was added in 2008 providing upgraded facilities for boys and girls physical education.

This site has 2 solar arrays on the upper field, in the front of the main building, providing shade for students and the site has been retrofit with energy efficient interior and exterior lighting.

Dwyer added air conditioning to a computer lab to prevent computers from overheating and make the room more comfortable.

Improvements/repairs completed during 2014 included the addition of turf and concrete in front of the main building, replace cast iron pipe over library, replace four metal exterior doors, refinish floor in the food service area, upgraded HD video surveillance system, slurry and stripe basketball area on lower field and new carpet in six classrooms.

Dwyer will continue to invest in additional security cameras on campus to decrease vandalism incidents after hours.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August 20, 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	Exemplary [ ]	Good [X]	Fair [ ]	Poor [ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	86	84	85	86	88	86	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	76	77	77	78	81	80	54	56	55
Math	71	69	72	74	75	79	49	50	50
HSS	65	71	74	72	74	75	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	6	5	6

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	11.3	23.4	52.7

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	85
Male	85
Female	85
Black or African American	
American Indian or Alaska Native	
Asian	98
Filipino	
Hispanic or Latino	74
Native Hawaiian/Pacific Islander	
White	87
Two or More Races	97
Socioeconomically Disadvantaged	72
English Learners	41
Students with Disabilities	58
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	4	0
Black or African American			
American Indian or Alaska Native			
Asian	-15	-1	2
Filipino			
Hispanic or Latino	0	20	-4
Native Hawaiian/Pacific Islander			
White	5	1	4
Two or More Races			
Socioeconomically Disadvantaged	-2	9	-4
English Learners	-13	13	-16
Students with Disabilities			22

\* "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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

The administration and staff at Dwyer Middle School have a deep respect for community input, and a coordinated strategic plan has been developed to involve parents and other community members. Every fall parents are invited to meet teachers at Dwyer's Back-to-School Night and gain an understanding of the vision, expectations, and practices in each class. The Family Night Dinner follows a few weeks later, and it provides a social evening for staff and parents to become better acquainted. Throughout the year, there are numerous opportunities for parents and community members to team with staff and develop the plans and policies that guide the school in technology, health and safety, drug and tobacco education, student achievement awards, and textbook adoption. The Parent Teacher Student Association (PTSA) and the School Site Council (SSC) regularly collaborate with parents to help define school direction. In the spring, parents and the community are invited to Dwyer's Open House to see a sampling of each students academic accomplishments. The PTSA and SSC are only two of the many possibilities for parent involvement. At the beginning of the year, parents are given a list of areas on campus where help is needed and appreciated. Typically, the school logs more than 12,000 hours of volunteer service, but as many as 36,000 additional hours have been provided. There are many ways in which community members interact with Dwyer students and offer their support to the school. Students from Huntington Beach High School provide tutoring services; local businesses donate prizes for the positive referral program; and senior citizens volunteer their time to help in the classrooms. Local businesses and organizations sponsor contests in art and writing to strengthen student learning.

Dwyer students participate in numerous community projects planned by the Leadership class and the National Junior Honor Society, and students also become involved in the community through their local congregations. The partnership that exists between the school and the community enhances the educational experience and encourages community involvement and support. The Huntington Beach Education Foundation (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the parent educational opportunities.

### State Priority: School Climate

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

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

### School Safety Plan

Each year Dwyer evaluates the school safety plan before implementing training for staff and students the following school year. Dwyer works closely with the Huntington Beach Safe School Coalition to adopt the most up-to-date practices and protocols. Training for all staff was provided on the September Staff Development day September 2nd. Students receive similar training the second week of school during their PE classes in the auditorium. The Dwyer safety plan has four important goals at it's core.

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religions backgrounds.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	7.9	5.7	4.7
Expulsions Rate	0.1	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.9	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.38
Psychologist	1
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.3
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		20	20		43	49		55	38		7	15
English	27.8	24	25	5	11	8	18	19	17	6	7	10
Math	31.3	27	28	0	7	7	16	14	14	10	10	10
Science	31	32	33	0			16	16	9	10	10	17
SS	27.8	28	30	5	3	2	18	19	16	6	7	10

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,507
Mid-Range Teacher Salary	\$77,179	\$67,890
Highest Teacher Salary	\$94,135	\$86,174
Average Principal Salary (ES)	\$115,959	\$109,131
Average Principal Salary (MS)	\$111,974	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$194,670	\$185,462
Percent of District Budget		
Teacher Salaries	46	42
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,477.73	621.84	3,855.90	76,874
District	♦	♦	1,222.48	\$76,696
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			215.4	0.2
Percent Difference: School Site/ State			-17.8	8.6

### **Types of Services Funded at Ethel Dwyer Middle School**

Dwyer Middle School staff see themselves as an essential part of the support system for students. Our teachers, classified staff, assistant principal, and the principal join with the school psychologist, nurse, speech and language specialist, and resource specialist to ensure the well-being of students. The ratio of academic counselors provided by Outreach Concern counseling services to students is 2:1,262. Student guidance provided by the assistant principal is complemented by a school psychologist who provides individual and group short-term counseling. The district nurse is scheduled at Dwyer Middle School for two half days each month. The nurse and health clerk are responsible for student care, health counseling, and record keeping. A consult agency conducts vision and hearing testing annually. The Student Study Team (SST) meets at least three times each week to discuss referred students. Strategies are discussed and plans are implemented to assist students to achieve success at school.

Dwyer Middle Schools Gifted and Talented Education (GATE) program is part of the language arts and social science curriculum for identified students in sixth through eighth grades. GATE classes are taught by appropriately trained, certificated teachers. The district's special education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. Huntington Beach City School District participates in the West Orange County Consortium for Special Education (WOCCE), which also serves Fountain Valley, Ocean View, Westminster, and Huntington Beach Union High school districts. The consortium allows participating districts to pool special education resources and expertise. Dwyer Middle School offers both a Resource Specialist Program and Special Day Class in a collaborative model; students receive instruction in the regular classroom with assistance from Special Education teachers and instructional aides.

Dwyer services are funded in a multitude of ways. We receive community donations, work within our general fund and receive Title I as well as Local Control Funding Formula (LCFF) funding. Students are identified as Title I when they have scored 349 or below on either the English Language Arts or Mathematics portions of standardized testing. Once identified, Dwyer will then tag and schedule students into interventions that are funded through Title I Federal funding. Dwyer's Zero's Aren't Permitted (ZAP) program supports students with Title I, LCFF, and School Library Improvement Block Grant (SLIBG) funding. All students who struggle with homework completion are given the opportunity to seek extra help and are assigned ZAP if they have failed to complete a homework assignment in the classroom. Dwyer is in the second year of Program Improve (PI), which adds to our focus of intervention. PI identifies subgroups who do not meet Annual Yearly Progress (AYP) benchmarks. Dwyer sets aside 10% of Title I funding to address the needs of it's subgroups by providing Professional Development to staff and teachers. Professional Development programs including Direct Interactive Instruction (DII) for all subject areas as well as additional Math training so our Math teachers can provide intervention Math support to struggling students.

### **Professional Development provided for Teachers at Ethel Dwyer Middle School**

All training and curriculum development at Dwyer Middle School revolves around the California Teacher Practices, the Common Core Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Huntington Beach City School District (HBCSD) regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students. Dwyer and HBCSD is entering the second year of Direct Interactive Instruction (DII) professional development and ST Math training professional development. All new teachers on site have participated in additional training opportunities to bring them up to speed with veteran teachers best practices and use of DII strategies.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation time lines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. During the 2013-14 school year, three staff district wide development days were held during the school year. District-level training activities and professional development revolved around the alignment of curriculum and differentiated instructional strategies to meet the needs of all students. Ongoing examination and modification of practice is essential to professional growth. The primary purpose of professional development is to directly improve teaching and learning for all children. A portion of Dwyer Middle School's categorical program budget is allocated for professional development activities to support improved instruction. Focus areas for staff development include: writing, reading in every subject area, and using a variety of instructional strategies to meet all learning styles.

Staff members attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

Staff members on campus collaborate in Professional Learning Communities at the site and district level. At the site level there are departmental, whole staff and leadership level opportunities for teachers to design, implement and evaluate best practices and data that drives instruction. Course offerings are determined by student need and offered by highly qualified and credentialed teachers. Administration observes and evaluates the curriculum and instruction of each teacher in the classroom. All staff members work together to improve the learning of all students at Dwyer Middle School.