

Borrego Springs Elementary 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	Borrego Springs Elementary School
Street	1315 Palm Canyon Drive
City, State, Zip	Borrego Springs, CA 92004
Phone Number	(760) 767-5333
Principal	Martha Deichler
E-mail Address	mdeichler@bsusd.net
CDS Code	37-67983

District Contact Information	
District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Web Site	www.bsusd.net
Superintendent	Martha Deichler
E-mail Address	mdeichler@bsusd.net

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

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

Welcome to Borrego Springs Elementary School, a small country school with “big-city” programs. With only 200 students in grades Pre School-5 and 12 highly qualified teachers, we are able to offer small classes and individual student attention and support. Our programs reflect the diversity of our student population and the beauty and wonder of the Anza Borrego Desert that surrounds us. We strive to meet the individual needs of our students through the use of on-going assessments, followed by direct small group instruction with appropriate interventions.

We are a Turn Around School with a goal that every child will pursue a post-high school education. Staff shares a relentless focus on student achievement with no excuses on the part of teachers, students and parents. Nine of our teachers and the principal have attended the Turn Around Schools conference, receiving thorough training in teacher collaboration, on-going student assessments, goal setting and interventions for students. An additional component of the Turn Around School philosophy is the daily visitation of the 6 Pillars of Character: Respect, Citizenship, Trustworthiness, Caring, Responsibility and Fairness.

Our Dual Immersion (Spanish/English) will continue for the next 4 years with the current classes (2-5th). There will be no more Dual Classes for grades K-1st students.

Although small, we offer an amazingly rich curriculum for our students. These include:

- Dual Language Program – English/Spanish (grades 2-5)
- Computer Lab
- Library
- Music Teacher
- PE Teacher
- After School Program from 3 – 6:00 PM, offering a variety of classes
- Junior Ranger Program with the Anza Borrego Desert State Park
- Ride Along with the State Park Rangers
- 5th Grade Camp Program
- Collaboration with community groups for student programs & field trips
- Assemblies for Student Recognition
- Accelerated Readers
- Rolling Readers
- GATE Class
- Science collaboration with Anza Borrego Desert Natural History Association
- Running Club

Our Vision:

We believe that students will thrive socially and academically in an environment of cooperation and collaboration between teachers, parents, students and community.

- Martha Deichler, Principal

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.

We welcome parent participation and involvement! There are many opportunities such as our Site Council and DELAC (District English Language Advisory Committee). Meeting times will be announced in our weekly "Thursday Letter" or in our Year Long Calendar. Parents are also invited to volunteer in the classrooms. Our tutorial program, "One Child, one Hour, once a Week" continues with our community volunteers. Feel free to call the office or contact your child's teacher if you wish to volunteer.

In addition, parents are invited to our assemblies and activities throughout the year: Collaboration Night, M & M (McFarland and Martha) Parent Night at the District Office, Friday Citizenship Assemblies, Winter Holiday Sing A-Long and others.

All volunteers must fill out a "Permission to Volunteer" form from the school offices.

Thank you,

- Martha Deichler,
BSUSD Superintendent and BSES Principal

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	42	43	36	43	42	41	54	56	55
Mathematics	63	53	51	33	31	24	49	50	50
Science	56	35	41	47	47	43	57	60	59
History-Social Science	N/A	N/A	N/A	33	42	47	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	41	24	44	N/A
All Student at the School	36	51	43	N/A
Male	35	50	33	N/A
Female	37	51	58	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	26	44	33	N/A
Native Hawaiian/Pacific Islander				N/A
White	79	79		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	36	51	43	N/A
English Learners	25	43	30	N/A
Students with Disabilities				N/A
Students Receiving Migrant Education Services				N/A

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

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
5	35.5	16.1	19.4

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	1	2	2
Similar Schools	1	4	2

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	34	-5	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	47	-21	-16
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	28	3	-16
English Learners	52	-25	-9
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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	114	721	304	730	4,655,989	790
Black or African American	1		5		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	93	684	250	710	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	17	900	43	844	1,200,127	853
Two or More Races	3		6		125,025	824
Socioeconomically Disadvantaged	113	719	275	735	2,774,640	743
English Learners	85	675	203	679	1,482,316	721
Students with Disabilities	5		32	504	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	N/A

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	Not In PI
First Year of Program Improvement	2007-2008	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	60.0

V. School Climate

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

Grade Level	Number of Students
Kindergarten	28
Grade 1	31
Grade 2	35
Grade 3	30
Grade 4	34
Grade 5	30
Total Enrollment	188

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.1	White	18.1
American Indian or Alaska Native	0.0	Two or More Races	2.1
Asian	0.0	Socioeconomically Disadvantaged	97.9
Filipino	0.0	English Learners	62.8
Hispanic or Latino	78.7	Students with Disabilities	2.7
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	2	0	0	20	1	0	0	28		1	
1	17	2	0	0	23	1	1	0	16	2		
2	17.5	2	0	0	21.5	1	1	0	12	3		
3	15	2	0	0	21	1	0	0	15	2		
4	19	1	0	0	20	1	1	0	18	2		
5	29	0	1	0	22	1	1	0	15	2		
Other												

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

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.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Students and staff have rehearsed routines for "shooter on campus" or as we call it "bees on campus". In such cases, staff and students know how to immediately return to the nearest classrooms.

The school evaluates the plan annually and updates the plan as needed. The plan was updated and reviewed with school staff in August 2011. A copy of the plan is available for public review at the school office.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0	0	0		0	
Expulsions		0	0		0	1

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

Borrego Springs Elementary School was built in 1958, is situated on 12 acres and spans 36,720 square feet. School facilities include a library, multipurpose room, a computer lab, administrative offices, a school garden and 14 classrooms situated in an attractive, park-like setting. The facility strongly supports teaching and learning through its ample classroom and playground space.

Date of most recent inspection: 09/2013

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: 09/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	1)area in multipurpose room where wall meets floor there is some damage - will spackle cracks and paint the area 2) in multipurpose room there are areas on linoleum where the edges are cracked and curling - we'll investigate and acquire some edging material to fix
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

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	11	11	11	27
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	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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/.

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	92.4	7.6
High-Poverty Schools in District	92.4	7.6
Low-Poverty Schools in District	0.0	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		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	0.15	---
Psychologist		---
Social Worker	.20	---
Nurse	0.30	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist		---
Other		---

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.

Year and month in which data were collected: 08/10/2013

All textbooks and instructional materials used within the Borrego Springs Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on November, 2014 and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the state of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All Dual Language classrooms are stocked with standards based materials in Spanish. The library is regularly stocked with books in English and Spanish.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2002 In good condition.	Yes	0
Mathematics	Pearson In-Vision - 2009 In good condition.	Yes	0
Science	McGraw-Hill 2003 In good condition.	Yes	0
History-Social Science	McGraw-Hill 2003 In good condition.	Yes	0
Foreign Language	In good condition.	Yes	
Health	In good condition.	Yes	
Visual and Performing Arts	In good condition.	Yes	

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	
School Site	\$14,711	\$4,708	\$10,003	\$49,408
District	---	---	\$10,003	\$54,446
Percent Difference: School Site and District	---	---	0.0	-9.3
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	80.7	-15.7

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.

For the 2012-13 school year, Borrego Springs Unified School District spent an average of \$8,295 to educate each student (based on 2012-13 audited financial statements). This calculation is required by law annually and compared with other districts statewide. The "Total Expenditures" table provides a comparison of a school's per pupil funding from unrestricted sources with district and state funding.

Borrego Springs Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received approximately \$1,256 per student in federal and state aid for the following categorical and support programs:

- Drug/Alcohol/Tobacco Funds
- Special Education
- Interagency Contracts
- Tenth Grade Counseling
- Economic Impact Aid
- Home-to-School Transportation
- Instructional Materials
- School Improvement Program
- Peer Assistance and Review
- Title I
- ASES funding
- Title III

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,224	\$38,390
Mid-Range Teacher Salary	\$61,862	\$55,793
Highest Teacher Salary	\$70,544	\$72,306
Average Principal Salary (Elementary)	\$105,000	\$88,846
Average Principal Salary (Middle)	\$0	\$92,801
Average Principal Salary (High)	\$105,000	\$95,916
Superintendent Salary	\$39,000	\$116,026
Percent of Budget for Teacher Salaries	27.6%	34.0%
Percent of Budget for Administrative Salaries	10.6%	6.6%

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.)?

During the 2012-2013 school year, Borrego Springs Unified School District suffered from years of deficit spending resulting in a lack of funding for Professional Development. In lieu of sending teachers to conferences and workshops, we used our expertise on site. These included our Elementary School Language Arts Coach one day a week. She observed teachers, conducted demo lessons around the writing process, analyzed student writing and collaborated with all teachers. Teachers were released during the day to meet with the Coach as needed.

Areas of focus for Professional Development are: vocabulary development and the writing process.

Teachers participated in walk-through's in one another's rooms with a focus on best practices in education - especially writing. In addition, the principal met with each teacher after the MAP Assessment to monitor and adjust the interventions needed for specific students.

All staff professional development is based on student needs as evidenced by multiple assessments: work samples, STAR assessments, MAP (Measures of Academic Progress), chapter tests and teacher produced formative and summative assessments.