

Borrego Springs Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Borrego Springs Elementary School
Street	1315 Palm Canyon Drive
City, State, Zip	Borrego Springs, CA 92004
Phone Number	(760) 767-5333
Principal	Sherrilynn Polanco
Email Address	spolanco@bsusd.net
Website	https://bses.bsusd.net
County-District-School (CDS) Code	37-67983-6037550

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Superintendent	Mark Stevens
Email Address	mstevens@bsusd.net
Website	https://www.bsusd.net/home

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

Welcome to Borrego Springs Elementary School, a small country school with “big-city” programs. With only 175 students in grades Pre School - 5th and 9 highly qualified teachers (including a Resource Teacher, a Speech & Language Pathologist, and a Music Teacher), we are able to offer each individual student our 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 ongoing assessments and small group instruction with appropriate interventions. We monitor our students' academic growth through the administration of MAP assessments (Measures of Academic Progress) and other local assessments at least 3 times a year. These results are used for planning for student needs within our MTSS framework (Multi Tiered Systems of Support).

Our goal is that every child will be prepared and motivated to pursue a post-high school education. Staff shares a relentless focus on student achievement with no excuses on the part of teachers, students or parents. Our teachers participate in weekly collaboration and goal setting sessions to modify instruction based on the results of assessments. Our character education program involves teaching 5 Elements of Borrego PRIDE: Perseverance, Respect, Integrity, Discipline, and Empathy. We also implement PBIS (Positive Behavioral Interventions & Supports) school-wide to assist our students in learning about and managing their emotions and behavior to increase their overall well-being. It is often noted by visitors that we are a friendly, caring school from the office to the cafeteria to the classrooms to the school bus.

During the COVID-19 pandemic we have been able to give every student a Chromebook and we offer both fully distance learning as well as hybrid in-person learning, 2 to 4 days a week.

Although small, we offer an amazing abundance of opportunities for our students. These include:

- Part Day Preschool at no charge for any student
- Part Day TK (Transitional Kindergarten) classes
- Music Teacher
- Art Teacher with supplies provided by the Borrego Springs Art Guild and the Borrego Art Institute
- Computer Lab
- Library
- Local field trips to the State Park
- Local field trips to the Borrego Springs Performing Arts Center (including ballet performances, concerts and plays)
- Local field trips to the San Diego County Public Library and the County Park
- Local field trips to the ART Park at the Borrego Art Institute
- Visiting astronomers

After School Program from 3–6:00 PM (during non-COVID times), offering a healthy snack, homework help and a variety of classes, including Photography, Dance, Tennis, Art and Soccer.

4th grade Junior Ranger and Ranger Ride-Along programs in partnership with the Anza-Borrego Desert State Park

Student programs offered through the County Library, Borrego Springs Performing Arts Center, Borrego Art Institute and Anza-Borrego Desert State Park

GATE afterschool science class in the upper grades in collaboration with Anza Borrego Desert Natural History Association

Kids' Heart Challenge (in partnership with the American Heart Association)

Great Kindness Challenge

Connect & Respect anti-bullying training for 4th & 5th graders

Kindness Club

Accelerated Reader program for independent reading practice

Monthly assemblies for student recognition

EAR (Everyone a Reader) tutoring by local volunteers and 'snowbirds' (winter visitors)

5th Grade Camp program sponsored by the Anza-Borrego Foundation

Running Club

Breakfast with Santa sponsored by the Ocotillo Wells Vehicular Recreation Area

School garden for nutrition and hands-on learning

Our School Vision/Mission:

By working together through respectful, open communication. Borrego Springs Elementary School promotes educational excellence so we all become responsible, self-directed learners. Trabajando juntos con comunicacion respetuosa y abierta la escuela primaria de Borrego Springs promueve la excelencia educacional para todos seamos aprendices responsables y auto-dirigidos.

Come visit us! We'd love to show you around.

- Sherrilynn Polanco, Principal

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

Grade Level	Number of Students
Kindergarten	26
Grade 1	33
Grade 2	27
Grade 3	25
Grade 4	27
Grade 5	31
Total Enrollment	169

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	1.2
Hispanic or Latino	88.2
White	5.9
Two or More Races	1.8
Socioeconomically Disadvantaged	91.7
English Learners	50.3
Students with Disabilities	14.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	10	9	23
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

All textbooks and instructional materials used within the Borrego Springs Unified School District are aligned with the California State 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. Our next purchase of core content materials will be in the area of History-Social Science, followed by Science. The district held a Public Hearing in September 2018 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. The library is regularly stocked with books in English and Spanish.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill World of Wonders 2015	Yes	0
Mathematics	Scott Foresman/Addison Wesley - EnVisionMATH CA Common Core 2015	Yes	0
Science	McGraw-Hill/National Geographic Society Science - CA Edition 2001	Yes	0
History-Social Science	Scott Foresman California History/Social Sciences 2006	Yes	0

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

School Facility Conditions and Planned Improvements

Borrego Springs Elementary School was built in 1958, is situated on 12 acres and spans 36,720 square feet. School facilities include a library, a cafeteria/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: 10/8/2020

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	To be repaired: cracked floor tiles in the cafeteria, wall damage in the pantry, dry rot in the corner of the eave of the library, a hard to close back door in room 9, a leaking toilet in the girls' restroom, a carpet seam in the center of room 17. Maintenance staff has been made aware of the repairs and is already working to carry them out.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	33	N/A	24	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	6	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	30	N/A	15	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

We typically welcome and encourage parent participation and involvement! During COVID-19 we are of course, limiting visitors to our camps.

In a regular year, there are many opportunities to serve such as on our Site Council and DELAC (District English Language Advisory Committee). Meeting times are announced in our emails to parents, through notes sent home in English and Spanish or on our Facebook page, School Messenger app, and website. Our reading tutorial program, EAR (Everyone a Reader), is a way parents can offer students repeated reading practice and support with our volunteers. Parents and community members are also invited to volunteer in classrooms. In addition, parents are invited to our activities throughout the year: Weekly Parent Coffee on Friday mornings, Monthly Student of the Month Assemblies, Field Trips, Parent Information Nites, Back to School Night, Fall & Spring Parent-Teacher Conferences, Board Meetings, Open House, Student Council elections, the school Talent Show and more.

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

Please contact Jennifer Arias, the BSES School Secretary, at 760-767-5333 or text our office cell phone at 760-625-5324, or contact your child's teacher if you'd like to become more involved at the Elementary School.

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.5	0.1	0.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	2	2.5
Expulsions	0	0	0.1

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

School Safety Plan (School Year 2020-2021)

The Comprehensive Safe School Plan provides students and staff a means of ensuring a safe and orderly learning environment. Our plan includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures, disaster procedures, routine and emergency procedures, 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 the possibility of earthquakes or fire, and we also prepare for a possible "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 building for shelter.

The school evaluates the plan annually and updates the plan as needed. The plan was updated and reviewed with school staff in January of 2021. A copy of the plan is available for public review at the school office and on the district website.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2			19	2			19	1		
1	29		1		28		1		24		1	
2	29		1		30		1		27		1	
3	28		1		28		1		25		1	
4	25		1		15	1	1		27		1	
5	23		1		27		1		16	1	1	
Other**									16	1		

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

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

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

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10665	2439	8227	57209
District	N/A	N/A	10461	\$65,678

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-23.9	-13.8
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	6.0	-18.7

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

Types of Services Funded (Fiscal Year 2019-2020)

For the 2019-20 school year, Borrego Springs Unified School District spent an average of \$10,461 to educate each student. These expenditures cover the entirety of the educational program at BSUSD, from transportation to classroom supplies.

- Special Education
- Inter-agency Contracts
- Home-to-School Transportation
- Instructional Materials
- Child Nutrition
- After school education and safety (ASES)
- Preschool at no cost, even if families don't qualify for the State Preschool program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,471	\$44,318
Mid-Range Teacher Salary	\$71,714	\$67,053
Highest Teacher Salary	\$91,022	\$90,163
Average Principal Salary (Elementary)	\$106,538	\$106,389
Average Principal Salary (Middle)	\$96,593	\$113,976
Average Principal Salary (High)	\$96,593	\$114,214
Superintendent Salary	\$130,038	\$141,066
Percent of Budget for Teacher Salaries	21.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

The dual foci for Professional Learning at Borrego Springs Elementary are Student Talk & Formative Assessment. Professional learning opportunities are offered in two main pedagogical areas: providing frequent opportunities for student discourse (student talk) for teachers to collect evidence of student understanding, and then giving effective feedback to students so they can take ownership of their learning and increase their understanding. Teachers and staff also attend professional development in content areas, as needed. We selected Student Talk & Formative Assessment as our primary instructional emphases because we aim to offer more than a year's growth for each year a student attends class here, and the use of Formative Assessment strategies is cited by John Hattie as having a much larger than average effect size.

Professional learning takes place every week during our Early Release time (students are dismissed 75 min early each Monday), our twice yearly non-student PD work days, and our monthly District-wide Minimum Days. We also offer release time for teachers to observe their peers, attend professional learning opportunities off-site, and to consult with coaches from the County Office of Education who work with us to improve our instructional program. Our most recent Book Study focused on the four components of Reading: Read-Aloud, Shared Reading, Guided Reading & Independent Reading. Our book was "Who's Doing the Work - How Teachers Can Say Less so Students Can Do More". This year we're focusing on integrating PBIS strategies (Positive Behavioral Interventions & Supports) into our MTSS (Multi-Tiered System of Supports), and we're also learning a lot about how to help students with Dyslexia or other reading difficulties.