

# Washington Elementary School

## School Accountability Report Card

### Reported for School Year 2010-11

*Published During 2011-12*

---

#### Washington Elementary School

290 Lighthouse Road  
Santa Barbara, CA 93109  
(805) 965-6653  
washingtonschool.us  
Mr. Demian Barnett, Principal  
dbarnett@sbsdk12.org

#### Santa Barbara Unified School District

720 Santa Barbara St.  
Santa Barbara, CA 93101  
(805) 963-4338  
www.sbsdk12.org  
Dr. David E. Cash, Superintendent  
bkeyani@sbsdk12.org

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 Web page 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.

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

---

## About This School

### School Description and Mission Statement (School Year 2010-11)

Washington Elementary School was established in 1953 on 8.2 acres overlooking the Pacific Ocean and the Channel Islands. At the present time, our campus consists of 14 permanent and 14 portable classrooms.

The full time staff includes 22 regular classroom teachers, four Gifted and Talented Education (GATE) teachers, two special education teachers, 13 classroom aides, two custodians, two office personnel, and a librarian. Added to this are the auxiliary staff of physical education specialist, child guidance counselor, psychologist, health clerk, speech and language therapist, instrumental music, science lab teacher, art teacher, and a computer lab technician. These people, combined with the efforts of the principal, the PTO, countless

## **2010-11 School Accountability Report Card**

Washington Elementary School

---

volunteers, and motivated and dedicated parents, form a team to ensure that children receive an education which will prepare them for the 21st century.

Several years ago the kitchen was converted to a "wet" science lab for students. With a plan developed by a parent architect and carried out by hardworking construction professionals and parent volunteers, the lab permits students and teachers to conduct experiments in an appropriate setting complete with running water, two sinks and equipment necessary for carrying out scientific explorations. Content standards for science are followed for each grade level.

We are dedicated to: recognizing the unique value of each person; promoting the mastery of academic skills; providing active learning in a safe, supportive environment; and empowering students to become responsible and productive citizens. To achieve our goal, our mission is to provide all students with a positive and challenging learning experience. Critical thinking skills are developed through literacy, fine arts, mathematics, technology and the sciences. Individual excellence and a desire for lifelong learning are promoted through a partnership between home, school and community.

### **Opportunities for Parental Involvement (School Year 2010-11)**

Contact Person Name: Mr. Demian Barnett, Principal

Contact Person Phone Number :(805) 965-6653

Washington has a parent-founded and parent-operated foundation. All parents are part of the foundation and do not have to pay dues to attend meetings, participate in events, programs or fund-raisers. The foundation motto is "Parents are the Foundation." The foundation hosts several schoolwide meetings throughout the school year. In addition the foundation board meets approximately six times a school year or as needed. There are separate committees in the foundation that are responsible for the various programs and fund-raisers that take place. Some of the committees include: Fall Carnival, Silent Auction, Jog-A-Thon, and sixth grade Science Camp. Activities within the school where parents can participate include:

- classroom room parent;
- classroom volunteer;
- teaching the Great Works of Art;
- attending field trips;
- Math Super Bowl coaches;
- tutors;
- yard duty volunteer;
- School Site Council member;
- English Language Acquisition Committee member;
- after school enrichment class coordinator;
- GATE parent advisory member;
- disaster preparedness overview team;
- foundation member.

There are no specific qualifications for any of these positions as everyone's expertise is welcomed. We encourage all parents to get in touch with Katie Jacobs, our Washington School Foundation president, their child's teacher, or the principal.

## 2010-11 School Accountability Report Card

Washington Elementary School

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	78
Grade 1	90
Grade 2	89
Grade 3	95
Grade 4	81
Grade 5	90
Grade 6	83
<b>Total Enrollment</b>	<b>606</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0.8%
Asian	3.3%
Filipino	0.5%
Hispanic or Latino	35.6%
Native Hawaiian/Pacific Islander	0.3%
White	55.0%
Two or More Races	3.8%
Socioeconomically Disadvantaged	24.4%
English Learners	23.3%
Students with Disabilities	8.9%

### Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.8	4	0	0	25.0	0	3	0
<b>1</b>	20.0	4	0	0	25.5	0	4	0
<b>2</b>	18.7	3	0	0	25.7	0	3	0
<b>3</b>	18.8	4	1	0	23.5	1	3	0
<b>4</b>	27.0	1	2	0	26.7	0	3	0
<b>5</b>	27.3	0	4	0	27.7	0	3	0
<b>6</b>	26.3	0	3	0	28.0	0	3	0

## School Climate

### School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

## 2010-11 School Accountability Report Card

Washington Elementary School

---

In preparation for emergencies, each school has a plan for the supervision of children and for access to local news media. First aid kits and fire extinguishers are in place. All emergency stores (rations, tool kits, bedding, etc.) are reviewed each year.

Students and faculty rehearse earthquake and fire safety routines on a monthly basis. Students are encouraged to practice these same safety drills in their homes to heighten parent involvement in student safety.

At Washington School, almost all teachers and classified employees have been CPR and First Aid certified again this year. Washington maintains a large inventory of emergency equipment and supplies in case of a major disaster. The principal, custodian, yard duty aides, and the office staff are in radio contact all day. Teachers are trained in search and rescue and move in teams to their designated areas to verify complete evacuation and/or recovery.

In emergencies, students must remain on the school site until a designated person signs for their release. If children are on their way home, they should continue to their homes. We appreciate parent/guardian cooperation in providing current phone numbers, addresses, and names of trusted people to care for children.

### Key Elements of School Safety Plan

- student emergencies;
- fire drills;
- school crossing guards;
- hazardous materials;
- infectious diseases;
- health and safety;
- drugs and alcohol;
- harassment;
- sexual harassment;
- hate crime;
- visitors;
- playground uses;
- student field trips;
- tobacco-free schools;
- conduct code.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0.5	0.3	0.3	4.1	4.0	1.9
<b>Expulsions</b>	0	0	0	0	0	0

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

## 2010-11 School Accountability Report Card

Washington Elementary School

---

### School Facilities

---

#### **School Facility Conditions and Planned Improvement (School Year 2011-12)**

All students should arrive on campus between 7:55 and 8:15 a.m. as supervision begins at 8:00. Students having breakfast may arrive as early as 7:45 a.m. Classes are dismissed at 2:30p.m. (grades 1-3) and 2:35 p.m. (grades 4-6).

After-school care is provided by Kid Care, a federal child-care program for students in grades K-3. The Santa Barbara Parks and Recreation Department provides after-school tutoring and a recreation program on campus until 5:30 p.m. daily.

Students may walk or ride their bikes to school. First and second grade students must be accompanied by a parent when riding to school. Students in grades 3-6 may ride without an escort. All students are required to wear helmets and all bikes require locks.

Free bus service is provided for students who live within the Washington School attendance area and who reside more than 1.5 miles from school. Students board/exit the free bus service at assigned bus stops.

All parents and visitors are required to check into the school office before proceeding on campus. Visitors are given a visitors badge and can be provided a guide to visit the school.

All classes in grades K-3 are limited to 20 students per class. Classes in grades 4-6 average 27 students.

Washington School is equipped with 14 regular classrooms, 14 portable classrooms, a school library, science lab and computer lab. The parent foundation pays for a credentialed science teacher, physical education coach, and a vocal music and visual art teacher from the Santa Barbara County Education Office's Children's Creative Arts Project.

Classrooms, restrooms and grounds are cleaned on a regular basis by the school custodians. All restrooms have working toilets. Washington prides itself on maintaining a campus that is well-kept, clean and visually appealing.

## 2010-11 School Accountability Report Card

Washington Elementary School

### School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)				
Structural Damage		√		Some portables have rot in siding.
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			Irrigation system at upper field is leaking.
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009				

## Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	22	26	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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*.

## 2010-11 School Accountability Report Card

Washington Elementary School

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	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 25 percent or less in the free and reduced price meals program.

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Counselor	0.75
Library Media Teacher (Librarian)	1.0
Psychologist	0.2
Nurse	0.2
Health Clerk	1.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0

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

## Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
	All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> <b>Intervention:</b> Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
Mathematics	Pearon Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>

## 2010-11 School Accountability Report Card

Washington Elementary School

<b>Science</b>	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
<b>History-Social Science</b>	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,764	\$2,671	\$5,093	\$69,971
<b>District</b>			\$5,611	\$67,787
<b>Percent Difference Between School Site and District</b>			-9%	+3%
<b>State</b>			\$5,455	\$69,419
<b>Percent Difference Between School Site and State</b>			-7%	+1%

**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 2010-11)

Additional funds pay for an adaptive physical education teacher, vision and hearing screenings, and an instrumental music teacher.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	43,986	41,035
<b>Mid-Range Teacher Salary</b>	67,910	65,412
<b>Highest Teacher Salary</b>	79,853	84,837
<b>Average Principal Salary (Elementary)</b>	110,532	106,217
<b>Average Principal Salary (Middle)</b>	118,325	111,763
<b>Average Principal Salary (High)</b>	123,822	121,538
<b>Superintendent Salary</b>	204,400	197,275
<b>Percent of Budget for Teacher Salaries</b>	37%	39%
<b>Percent of Budget for Administrative Salaries</b>	4.7%	5%

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

## 2010-11 School Accountability Report Card

Washington Elementary School

### Student Performance

#### Standardized Testing and Reporting Program

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

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	77%	76%	76%	51%	52%	54%	49%	52%	54%
Mathematics	82%	83%	84%	56%	58%	61%	46%	48%	50%
Science	78%	66%	85%	49%	58%	59%	50%	54%	57%

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	76%	84%	85%
Male	77%	84%	83%
Female	75%	84%	87%
Asian	100%	93%	
Hispanic or Latino	51%	69%	55%
White	88%	92%	93%

## 2010-11 School Accountability Report Card

Washington Elementary School

<b>Two or More Races</b>	100%	90%	
<b>Socioeconomically Disadvantaged</b>	45%	64%	42%
<b>English Learners</b>	51%	68%	
<b>Students with Disabilities</b>	40%	56%	

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 2010-11)

The California Physical Fitness Test 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 levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	9.90%	31.90%	51.60%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
<b>Statewide</b>	9	10	9
<b>Similar Schools</b>	10	9	9

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
<b>All Students at the School</b>	26	-5	12
<b>Hispanic or Latino</b>	9	-17	43

## 2010-11 School Accountability Report Card

Washington Elementary School

<b>White</b>	23	-1	-7
<b>Socioeconomically Disadvantaged</b>	19	-13	8
<b>English Learners</b>	29	-26	53

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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
<b>All Students at the School</b>	428	916	3,104	793	4,683,676	778
<b>Black or African American</b>	1		32	815	317,856	696
<b>American Indian or Alaska Native</b>	4		24	797	33,774	733
<b>Asian</b>	14	960	39	924	398,869	898
<b>Filipino</b>	2		9		123,245	859
<b>Hispanic or Latino</b>	147	818	2,202	749	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	1		3		26,953	764
<b>White</b>	240	965	730	909	1,258,831	845
<b>Two or More Races</b>	18	975	54	872	76,766	836
<b>Socioeconomically Disadvantaged</b>	100	784	1,938	743	2,731,843	726
<b>English Learners</b>	87	821	1,715	734	1,521,844	707
<b>Students with Disabilities</b>	48	709	485	676	521,815	595

### 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 English-language arts (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 2010-11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No

## 2010-11 School Accountability Report Card

Washington Elementary School

<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

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 (English-language arts 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 at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement Implementation</b>		2004-2005
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>		8
<b>Percent of Schools Currently in Program Improvement</b>		61.5%

## Instructional Planning and Scheduling

### Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.