

Mill Street 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	Mill Street Elementary School
Street	102 Mill Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1240
Principal	Kelly Haight
E-mail Address	khaight@orlandusd.net
CDS Code	11754816007488

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Web Site	http://www.orlandusd.net
Superintendent	Jeff Scheele
E-mail Address	jscheele@orlandusd.net

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

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

Mission:

All students will be academically prepared for the next grade.

Vision:

Culture of collaboration
 Effective instructional strategies
 Maximum student engagement
 Positive relationships

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.

Parent Involvement

Mill Street has an active parent participation component. We have a Parent Club that meets monthly to help the school organize annual events including the school carnival, activity nights, student health fair, and other special events. Many classrooms have a "Room Parent" who organizes parent helpers in and out of the classroom and communicates important classroom information with other parents. Our parents also help teachers supervise students on field trips and with special activities in the classroom. Our parents serve on the ELAC and School Site Council. All parents go through a district screening before they can help in the classroom. Parents can contact the school principal, Kelly Haight, at (530) 865-1240 to find out how they can help.

Homework

Our teachers assign homework four days a week. They send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Teachers also assign reading for at least 15 minutes per night. We offer homework assistance throughout the school year. Bilingual support is offered in the form of our bilingual services clerk as needed for families who need occasional assistance with homework. We coordinate with the county-run after school program where enrolled students get help completing homework nightly.

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	41	39	28	38	42	38	54	56	55
Mathematics	53	48	39	37	37	37	49	50	50
Science				41	45	41	57	60	59
History-Social Science	N/A	N/A	N/A	35	35	31	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	38	37	42	N/A
All Student at the School	28	39		N/A
Male	21	39		N/A
Female	36	39		N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	20	31		N/A
Native Hawaiian/Pacific Islander				N/A
White	41	57		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	24	36		N/A
English Learners	18	30		N/A
Students with Disabilities	12	12		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.

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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	2	2	3
Similar Schools	1	2	5

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	26	21	-114
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	53	27	-140
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	20	-101
English Learners	47	65	-135
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	155	648	1,532	729	4,655,989	790
Black or African American	0		4		296,463	708
American Indian or Alaska Native	0		17	778	30,394	743
Asian	2		46	724	406,527	906
Filipino	1		5		121,054	867
Hispanic or Latino	99	606	942	702	2,438,951	744
Native Hawaiian/Pacific Islander	0		2		25,351	774
White	53	736	507	776	1,200,127	853
Two or More Races	0		9		125,025	824
Socioeconomically Disadvantaged	132	634	1,074	712	2,774,640	743
English Learners	83	592	594	635	1,482,316	721
Students with Disabilities	16	471	179	584	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	No
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

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

Grade Level	Number of Students
Kindergarten	160
Grade 1	192
Grade 2	168
Total Enrollment	520

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6	White	35.4
American Indian or Alaska Native	0.8	Two or More Races	0.6
Asian	1.9	Socioeconomically Disadvantaged	83.7
Filipino	0.2	English Learners	50.0
Hispanic or Latino	60.4	Students with Disabilities	7.5
Native Hawaiian/Pacific Islander	0.2		

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	24.4	0	7	0	27.7	0	7	0	20	2	6	
1	24.4	1	6	0	23.7	0	7	0	19	3	7	
2	26.8	0	6	0	22.2	1	5	0	21	2	6	
3												
4												
5												
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.

Our buildings are well maintained and safe. The school social environment is very positive, and the principal, teachers, staff, parents, and students actively work together to ensure everyone's safety. Parents receive a copy of our school rules in the Parent Handbook, and parents, students and teachers sign the Parent Compact at the beginning of each year. We teach the school rules in the classroom and all staff members enforce them uniformly. All classrooms utilize a uniform discipline system including colored cards, earned attendance to rewards assemblies, recess detention, and behavior citations. The principal and staff are alert and attentive to unsafe behavior and actions, and include parents in the resolution.

Emergency action decisions are made through school, district, police and fire personnel. Key elements of the Safe School Plan cover fire, earthquakes, chemical spills, explosion, weapons, bomb threats, and evacuation and relocation procedures. Notification of extreme emergencies are announced by the Principal via an appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

We revise our School Safety Plan yearly to include updated safety procedures. We also upgraded our door locks to safety locks to insure safety during lockdown procedures. During the summer and early Fall of 2009, new 8 foot fencing was installed around the perimeter of our campus with locked gates, and our playground equipment and flooring were replaced to better serve and protect the students during recess.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.86	1.79	1.92	10.5	12.4	12.7
Expulsions	0	0	0	0.09	0.18	0.18

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

Overall our facilities are very good. The district continues to maintain the facilities, providing upgrades during the summer months and throughout the year. To assist in this effort, the district uses a Facility Inspection Tool developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.orlandusd.net/Schools/Accountability/index.html>.

This school has 27 classrooms, a cafeteria, a library media center, and an administration building. Each classroom is attended to every day and bathrooms are cleaned daily by our custodians. There are two playgrounds. The school site has a security system in place, along with a public address system and bell system. Each classroom is carpeted and equipped with age-appropriate furnishings. Students are supervised on the playground beginning at 7:30 am, at all recesses, and while waiting to board the buses in the afternoon.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. During the 2008-2009 school year, Hilliard Co was hired to map out a custodial schedule to make sure adequate time was allotted to each campus to ensure cleanliness. During the 2009-2010 year, local bond funds (Measure K), and state matching funds were used to install new air conditioning units for all buildings, install the perimeter fence, and upgrade the playground equipment and flooring. Construction on our new cafeteria was completed in the summer of 2013 and open at the beginning of the 2013-14 school year.

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: 12/22/2013-12/23/2013				
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]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Of./Rms.2-17 M.C.: Insufficient electrical outlets due to the increase of computers in the classrooms. Rooms 18-20: Insufficient electrical outlets due to the increase of computers in the classrooms.
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	22	23	21	97
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
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)	1	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist	1	---
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: 2011, December

Reading and Writing

During the 2013-2014 school year, Mill Street School teachers will use the McGraw Hill Language Arts curriculum. In Kindergarten, students are expected to identify and know the sound of every letter of the alphabet and begin to read C-V-C words. By the end of first grade, students should be reading a level 17 book with appropriate fluency and comprehension and be able to write a cohesive paragraph with few errors. When students leave our school at the end of second grade, they are expected to be able to write a two paragraph essay and read small chapter books. Student progress is measured using the curriculum-embedded assessments as well as teacher created district progress assessments.

Math

Using the math adoption of McGraw Hill's Every Day Math (purchased in 2009-2010), teachers are building foundational skills in number sense, algebra, measurement and geometry to prepare students for the next year. Student progress is measured using curriculum-based assessments as well as teacher-created assessments that are more aligned with the Common Core Standards and practices.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history.

Textbooks

Our language arts, math, ELD, social studies and science curriculum were selected from the SBE approved publisher's list. Each student has access to this curriculum and to his or her own textbook in every curricular area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill "Treasures" Adopted Curriculum (2011) Scholastic Reading Counts Read Naturally SIPPS	Yes	0
Mathematics	Wright Group/McGraw-Hill California Adopted Curriculum --"Everyday Math" Accelerated Math	Yes	0
Science	Houghton Mifflin California Adopted Curriculum	Yes	0
History-Social Science	Pearson Scott Foresman California Adopted Curriculum	Yes	0

X. School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4400	423	3977	60346
District	---	---	\$5,519	\$58,033
Percent Difference: School Site and District	---	---	-27.9	4.0
State	---	---	\$5,537	\$63,166
Percent Difference: School Site and State	---	---	-27.1	-4.0

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.

During the 2011-2012 school year, our Title I funds were used to pay for four part time paraprofessionals, one Title I reading intervention teacher, professional development for teachers and support staff, parent involvement materials and activities, and before and after school intervention classes to assist underperforming students in math and language arts.

EIA/LEP funds were used to pay the salaries of one certificated teacher to provide intervention for English Learners and one bilingual services clerk, supplies for ELD, and professional development in the area of ELD.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$54,381	\$59,799
Highest Teacher Salary	\$74,079	\$78,044
Average Principal Salary (Elementary)	\$79,907	\$95,442
Average Principal Salary (Middle)	\$83,624	\$98,080
Average Principal Salary (High)	\$93,727	\$106,787
Superintendent Salary	\$131,000	\$150,595
Percent of Budget for Teacher Salaries	36.5%	37.1%
Percent of Budget for Administrative Salaries	7.0%	5.9%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Built into the school year are seven modified "Banking" school days that allow for teacher professional development. Teachers in collaboration with the administrator work together at the beginning of the year as a committee to plan the content of these days according to the previous year's assessment data and the school-wide professional development goals.

Other major areas of focus for professional development the year 2013-2014 are the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Program, SBE adopted math curriculum "EveryDay Math", the newly purchased SBE approved Language Arts series "Treasures", Professional Learning Communities, the new California Common Core Standards, and behavior management strategies. Delivery of this staff development will be by release time to attend workshops during the day or "extra duty" paid hours on weekends and/or vacations. During implementation of this staff development, teachers are supported through in-class coaching, teacher-principal meetings, and collaboration with their grade level teams.

In addition to the above described "Banking" days, every Wednesday is a "modified" school day where students are released 45 minutes early and teachers meet in their grade level professional learning teams. This collaboration time consists of focused discussions around essential standards, curricular pacing schedules, effective teaching strategies, formative assessment, student achievement data, and student intervention and enrichment groups.