

Summerwind Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Summerwind Elementary School
Street	39360-A Summerwind Drive
City, State, Zip	Palmdale, CA 93551-4082
Phone Number	(661) 947-3863
Principal	Linda Brandts
E-mail Address	lbrandts@palmdalesd.org
Web Site	
CDS Code	19-64857-6108633

District Contact Information	
District Name	Palmdale Elementary
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (School Year 2016-17)

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

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Summerwind Elementary Vision

Create an environment where students are excited about learning and engaged in academic pursuits. Summerwind will create an academic setting where all of our students are supported in their quest to master all academic standards.

Summerwind Elementary Mission

Through our dynamic Professional Learning Communities, we will make learning accessible for every student and help motivate each child to reach their full potential.

Summerwind Elementary Core Values

Summerwind Elementary School is a kindergarten through sixth grade school located in Palmdale, California. It is a school with 851 students, 33 teachers, and ancillary support staff. Summerwind has been in operation for 26 years.

Summerwind's population is diverse and we serve is composed of 9 % White/Not Hispanic, 65% Hispanic or Latino, 18 % African-American, 1% American Indian/Alaskan Native, and 6% Asian backgrounds. 81% percent of the students receive free and reduced lunch.

Summerwind's Limited English Proficient population is 27%. Native languages spoken by our bilingual students are Spanish, Armenian and Tagalog. All of our teachers have their CLAD or SDAIE certification.

Summerwind campus also houses three Special Day Classes (SDC). We have students with special needs in fourth, fifth, and sixth grades. There is a full-time speech therapist, and school psychologist assigned to Summerwind. In addition, we have two full-time resource teachers who work with general education students (with IEPs) in need of academic remediation.

Summerwind occupies thirty-eight classrooms. Summerwind has one computer lab, three mini-computer labs, a library, a multipurpose room and two playgrounds - one of which is a self-contained kindergarten playground.

Summerwind prepares students for the "21st Century." We ensure that students acquire the skills for accessing, processing, and communicating information that enables and inspires them to become life-long learners with the ability to adjust to a rapidly changing world. Summerwind is a technologically advanced school that integrates technology into the curriculum. Technology is as common to the process of education as pencil and paper. Students, staff, parents, and the community contribute and utilize their combined talents and resources to implement this integration. Technology is a tool that supports and enhances curriculum and student achievement. Technology at Summerwind enhances, does not supplant, the curriculum and assists students in going above and beyond the limitations of the classroom and traditional teaching. Summerwind offers a GATE program with before and after school programs for students as well as field trips, participation in Cyberquest, Science Olympiad and Mathletes for students in grades 3 through 6.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	123
Grade 1	115
Grade 2	103
Grade 3	107
Grade 4	129
Grade 5	119
Grade 6	145
Total Enrollment	841

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	17.8
American Indian or Alaska Native	1.2
Asian	2.5
Filipino	3.8
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0
White	9.2
Two or More Races	0.8
Socioeconomically Disadvantaged	82.6
English Learners	24.9
Students with Disabilities	12
Foster Youth	3.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	31	35	810
Without Full Credential	2	1	1	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.7	3.3
All Schools in District	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

All students are provided with appropriate textbooks in each curriculum area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language		Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

We take pride in keeping our school grounds and buildings clean on a regular basis. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services. We are very proud of the excellent condition of our Summerwind Campus and strive to continue making Summerwind a safe and secure learning environment.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
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			
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	26	28	29	31	44	48
Mathematics	15	19	19	19	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	112	110	98.2	22.9
	4	127	126	99.2	26.2
	5	133	133	100.0	24.8
	6	143	140	97.9	37.0
Male	3	54	52	96.3	23.5
	4	56	56	100.0	19.6
	5	72	72	100.0	23.6
	6	78	77	98.7	30.3
Female	3	58	58	100.0	22.4
	4	71	70	98.6	31.4
	5	61	61	100.0	26.2
	6	65	63	96.9	45.2
Black or African American	3	16	15	93.8	
	4	28	28	100.0	7.1
	5	21	21	100.0	9.5
	6	37	35	94.6	29.4
Hispanic or Latino	3	76	76	100.0	22.4
	4	79	78	98.7	24.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	90	90	100.0	24.4
	6	78	77	98.7	33.8
White	3	16	15	93.8	40.0
	4	12	12	100.0	41.7
	5	14	14	100.0	28.6
	6	16	16	100.0	60.0
Socioeconomically Disadvantaged	3	80	79	98.8	19.2
	4	105	104	99.0	23.1
	5	121	121	100.0	22.3
	6	115	112	97.4	34.2
English Learners	3	25	25	100.0	4.0
	4	26	26	100.0	3.9
	5	24	24	100.0	4.2
	6	14	13	92.9	
Students with Disabilities	4	23	23	100.0	
	5	30	30	100.0	3.3
	6	31	31	100.0	3.2

Note: ELA 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	112	110	98.2	25.7
	4	127	126	99.2	15.9
	5	133	133	100.0	7.5
	6	143	139	97.2	29.0
Male	3	54	52	96.3	31.4
	4	56	56	100.0	10.7
	5	72	72	100.0	8.3
	6	78	77	98.7	26.3
Female	3	58	58	100.0	20.7
	4	71	70	98.6	20.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	61	61	100.0	6.6
	6	65	62	95.4	32.3
Black or African American	3	16	15	93.8	
	4	28	28	100.0	7.1
	5	21	21	100.0	4.8
	6	37	34	91.9	20.6
Hispanic or Latino	3	76	76	100.0	23.7
	4	79	78	98.7	10.3
	5	90	90	100.0	5.6
	6	78	77	98.7	24.7
White	3	16	15	93.8	53.3
	4	12	12	100.0	25.0
	5	14	14	100.0	14.3
	6	16	16	100.0	53.3
Socioeconomically Disadvantaged	3	80	79	98.8	19.2
	4	105	104	99.0	15.4
	5	121	121	100.0	5.8
	6	115	111	96.5	23.4
English Learners	3	25	25	100.0	12.0
	4	26	26	100.0	
	5	24	24	100.0	4.2
	6	14	13	92.9	
Students with Disabilities	4	23	23	100.0	
	5	30	30	100.0	
	6	31	31	100.0	3.2

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	36	41	25	48	49	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	132	130	98.5	25.4
Male	72	71	98.6	29.6
Female	60	59	98.3	20.3
Black or African American	21	21	100.0	
Hispanic or Latino	89	87	97.8	25.3
White	14	14	100.0	50.0
Socioeconomically Disadvantaged	120	118	98.3	22.9
English Learners	24	24	100.0	4.2
Students with Disabilities	30	30	100.0	10.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.4	23.1	22.3

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The parents of Summerwind School students are deeply involved and interested in the operation of their school. Summerwind School has an active Parent Teacher Association (PTA) , Parent Computer Class, Parent Conferences, School Volunteers, Parent Academy, African American Parent Advisory Council (AAPAC), and English Learner Advisory Committee (ELAC) which meets on a monthly basis. Parents also serve on the Summerwind School Site Council. The principal also hosts an event called Coffee with the Principal to hear the parents concerns and answer any questions. This group of parents, teachers, and classified school employees oversee the development of the School Site Program, as well as the evaluation of the school's efforts to carry out the plan and its goals. 81% percent of the students receive a free lunch due to family participation in the Federal Aide-To-Dependent-Children program.

Summerwind School staff and parent organizations are committed to the principle that all students can learn. We believe that almost all students are capable of achieving excellence in learning the essentials of formal schooling. We believe that the instructional process and learning conditions can be changed to ensure appropriate pupil achievement. Our commitment to this principle is reflected in our major commitment to the implementation of multiple remedial programs and extended learning opportunities.

This belief system is in concert with the Palmdale School District Mission Statement: To provide each of our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.8	5.3	6.0	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Summerwind School has developed a comprehensive disaster preparedness plan which was put into use during the Great Shake Out this past October. Summerwind conducted the Great Shake Out, Emergency drill in October of this year 2016. Continual updates on the disaster preparedness plan will be made as needed. Monthly fire drills and drop and cover drills are routinely held for disaster preparedness. Summerwind's Assistant Principal also attends the monthly Site Safety Meetings, sponsored by the district, to ensure that safety matters and concerns are addressed. Summerwind has implemented new routes for students to get to the cafeteria to ensure a safe transition. Key staff including campus supervisors have radios. The radios allow for immediate communication between staff members, school and the district in the event of an emergency.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	88.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		4		29		8	1	32	0	3	0
1	29		4		31		6		30	0	4	0
2	26		5		30		8		25	0	4	0
3	26	1	4		30		8		29	0	4	0
4	23	1	5		26	2	9		29	0	4	0
5	26	1	4		25	3	8		28	1	1	2
6	29	1	3	1	27	2	8		33	0	2	2
Other									15	3	0	0

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$361.80	\$234.47	\$127.33	\$57,041.59
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	49.7	-15.4
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-97.6	-21.9

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

Types of Services Funded (Fiscal Year 2015-16)

Students at Summerwind School receive an adequate level of instructional and non-instructional support services from a highly qualified staff. Summerwind School has the availability of school psychologist, speech therapist and special education personnel to work with students who are struggling with issues that may impede their school achievement. In addition, a Gifted and Talented Education program is implemented to address GATE identified students and their needs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as Common Core state Standards Implementation, SIOP, Grade level Facilitators, the NGSS, English Language Arts, mathematics workshops, and intervention programs. Administration training focuses on the development of professional learning communities.

Conference and workshops attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.