

Woodrow 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	Woodrow Elementary School
Street	800 Woodrow Ave.
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-5700
Principal	Ashley Grim
E-mail Address	agrim@sylvan.k12.ca.us
CDS Code	50-71290-6053128

District Contact Information	
District Name	Sylvan Union Elementary School District
Phone Number	(209) 574-5000
Web Site	www.sylvan.k12.ca.us
Superintendent	Mrs. Debra M. Hendricks
E-mail Address	dhendricks@sylvan.k12.ca.us

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

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

Woodrow Elementary School opened its doors to educating children in grades Kindergarten through fifth grade in 1965. During the 2012-2013 school year, approximately 390 students were enrolled in kindergarten through fifth grade. We believe that a child's education is fostered by the school and families working together to provide a learning experience where the students will excel. Our mission is to teach students how to learn, to help them gain knowledge, and to promote a positive self-image and growth in a culture of safety and respect. Utilizing district-adopted curriculum the staff employs the most effective teaching strategies along with grade level collaboration time to ensure the students are receiving quality instruction in all academic areas. Assemblies are a time when the entire school comes together to celebrate each other and accomplishments. Through the analysis of data and communication between staff members, students are provided with an educational experience that incorporates strong academic goals, physical education, comprehensive music and art programs, and the development of life-long character skills which will help develop our students into successful adults.

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.

Woodrow Elementary parents and community members are actively involved in both district and site level committees, and in the classrooms. Our School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Woodrow Elementary is fortunate to have a large number of family volunteers who provide assistance in the classroom as well as during field trips and school events. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website, newsletters, and information sent home in the weekly Communication Folder. Parents who wish to volunteer at Woodrow Elementary School may contact the school's office at (209) 574-5700.

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	50	48	51	62	64	61	54	56	55
Mathematics	56	58	59	64	65	63	49	50	50
Science	50	50	48	71	76	74	57	60	59
History-Social Science	N/A	N/A	N/A	55	58	58	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	61	63	74	N/A
All Student at the School	51	59	49	N/A
Male	41	52	48	N/A
Female	60	66	50	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	43	53	38	N/A
Native Hawaiian/Pacific Islander				N/A
White	55	64	56	N/A
Two or More Races	65	58		N/A
Socioeconomically Disadvantaged	48	55	43	N/A
English Learners	47	66		N/A
Students with Disabilities	25	32		N/A
Students Receiving Migrant Education Services				N/A

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.2	21.5	9.2

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	3	3
Similar Schools	3	3	3

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	-7	10	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	-11	11
Native Hawaiian/Pacific Islander			
White	-21	2	-4
Two or More Races			
Socioeconomically Disadvantaged	-7	16	34
English Learners			
Students with Disabilities	11	9	-13

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	234	784	6,258	832	4,655,989	790
Black or African American	9		302	777	296,463	708
American Indian or Alaska Native	0		33	829	30,394	743
Asian	5		351	880	406,527	906
Filipino	0		205	935	121,054	867
Hispanic or Latino	100	767	2,467	800	2,438,951	744
Native Hawaiian/Pacific Islander	6		80	836	25,351	774
White	90	785	2,621	852	1,200,127	853
Two or More Races	22	782	182	839	125,025	824
Socioeconomically Disadvantaged	167	775	3,312	791	2,774,640	743
English Learners	33	798	1,071	775	1,482,316	721
Students with Disabilities	59	637	1,077	671	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	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	---	7
Percent of Schools Currently in Program Improvement	---	70.0

V. School Climate

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

Grade Level	Number of Students
Kindergarten	55
Grade 1	65
Grade 2	62
Grade 3	72
Grade 4	68
Grade 5	66
Total Enrollment	388

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.1	White	40.5
American Indian or Alaska Native	0.0	Two or More Races	7.0
Asian	2.3	Socioeconomically Disadvantaged	63.9
Filipino	0.3	English Learners	12.6
Hispanic or Latino	43.8	Students with Disabilities	16.0
Native Hawaiian/Pacific Islander	1.8		

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	32	0	2	0	31.5	0	2	0	28		2	
1	21.7	1	2	0	32	0	2	0	22	1	2	
2	31	0	2	0	25	1	2	0	21	1	2	
3	26.5	0	2	0	31.5	0	2	0	24	1	2	
4	29.5	0	2	0	29	0	2	0	23	1	2	
5	26.7	1	2	0	22.3	1	2	0	22	1	2	

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.

Woodrow Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2012-2013 school year was formally approved by the school's School Site Council on 1/15/13. The school staff suggested final changes and had input on new assignments at the 1/7/13 staff meeting. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.80	8.70	5.93	11.31	10.06	9.72
Expulsions	0.25	0	0.26	0.33	0.15	0.23

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

Cleaning Process: Woodrow Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

Maintenance and Repair: The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Four full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order. The results of our inspections are a results of continuous inspection throughout the year. This site has been in good repair up until the modernization process began. Items being modernized include: all new concrete, irrigation, sod, and landscape. The administration building is being reconfigured. All classrooms are being modernized with new carpet, paint, tackboard, ceilings, lights, whiteboards, projectors, and cabinets. All systems are being replaced; HVAC, gas lines, security, fire and a well is installed. The site will be ADA compliant. Playgrounds have received rubber bark. New roof installed, ceiling tiles and insulation installed throughout site. All restrooms to be completely remodeled.

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: July 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Being modernized
Interior: Interior Surfaces	[X]	[]	[]	Being modernized
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Being modernized
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Being modernized
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	MPR riser was inspected and the fire extinguishers were serviced.
Structural: Structural Damage, Roofs	[X]	[]	[]	Being modernized
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Being modernized

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	17	15	14	302
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	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 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	100.0	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	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.25	---
Social Worker	0	---
Nurse	0.33	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0	---
Other	0	---

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: August 13, 2013

Sylvan Union School District provides each student in grades K-8 sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework. On August 13, 2013 the Sylvan District Board of Trustees adopted Resolution 2013/2014 #01: Sufficiency of Instructional Materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Happily Ever After (TK) 2013 Houghton Mifflin Science (3-5) 2007	Yes	0
Mathematics	Math Their Way (TK) 2013 Foresman EnVision Math (K) 2008 Macmillan Math (1-5) 2008	Yes	0
Science	Macmillan Science (K-2) 2007 Houghton Mifflin Science (3-5) 2007	Yes	0
History-Social Science	Harcourt Reflections (K-5) 2006	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	\$7,503	\$2,843	\$4,660	\$71,732
District	---	---	\$4,630	\$68,271
Percent Difference: School Site and District	---	---	0.6	5.1
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-15.8	2.2

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.

The Sylvan Union School District spent an average of \$7,381 to educate each student (based on 2009-10 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- NCLB: Title I, Low-Income and Neglected
- NCLB: Title II, Teacher Quality/Principal Training/Technology Grants
- NCLB: Title III, Immigrant Education Program/Limited English Proficiency Program
- Special Education
- Lottery: Instructional Materials
- Tobacco-Use Prevention Education
- Economic Impact Aid: Limited English Proficiency
- Instructional Materials
- Art and Music Block Grant
- Transportation
- Staff Development: Administrator
- Teacher Credentialing Block Grant
- Professional Development Block Grant
- Targeted Instructional Improvement Block Grant
- School and Library Improvement Block Grant
- Ongoing and Major Maintenance Account

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,976	\$41,451
Mid-Range Teacher Salary	\$65,213	\$67,655
Highest Teacher Salary	\$86,970	\$85,989
Average Principal Salary (Elementary)	\$92,945	\$108,589
Average Principal Salary (Middle)	\$100,198	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$165,786	\$182,548
Percent of Budget for Teacher Salaries	45.4%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

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.)?

District wide during the last three years (2010-2011, 2011-2012, 2012-2013) school years over 300 days were dedicated to professional development in the areas of:

- Professional Learning Communities
- Common Formative Assessments
- Pyramid Response to Intervention
- Technology, including - EETT Grant Training, District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Math and English Language Arts Curriculum Training, SB472
- Effective Teaching Strategies
- Common Core – Unpacking and aligning
- 6 Traits of Writing
- iObservation
- Common Core State Standards