2011-12
SCHOOL ACCOUNTABILITY REPORT CARD

Browning Road Elementary School
McFarland Unified District

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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. 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.

II. About This School

School Description and Mission Statement (School Year 2011-12)

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

Browning Road School will provide an environment that fosters academic success, self-esteem and good citizenship. We will aid every child in developing and maintaining a positive self-image by recognizing his/her worth as an individual.

We will provide a program which emphasizes the importance of basic skills and processes, and the ability to apply these learning's through a flexible program of instruction. We will create situations which make learning enjoyable, interesting, and meaningful for students, by tailoring learning tasks to the learning styles and interests to the student.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Contact Person:	Contact Phone No.
Maria E. Gonzalez-Salgado	1-661-972-2113

Browning Road School has several opportunities for parent involvement. Throughout the year, there are several activities in which parents may participate. Below are a few activities, events and opportunities that we provide for parental involvement:

Yearly Parental Involvement Activities:

• Back to School Night -- This is an opportunity for teachers to share with parents their expectations, rules, procedures, curriculum and grade level standards for their child's grade level.
• Parent Conferences -- At the end of the first quarter, staff set up appointments with every students' parents in their class to review their child's report card, share their child's work, address academic/behavior concerns with parents and answer/respond to any questions/concerns that parents may have for the teacher, concerning their child. During the 3rd quarter, teachers meet with the parents of students who are risk of failing or are below grade level.
• English Language Acquisition Committee meetings -- On a monthly basis, parents of English Language students meet with the EL coordinator to discuss concerns, get state updates, be trained on how to read and interpret their child's STAR scores and CELDT scores, receive information about reclassification and any other programs offered at the site levels.
• District Language Acquisition Committee meetings -- On a monthly basis, parents of English Language students meet with the district EL coordinator to discuss concerns, get state updates, update the district English Language Learners Plan and receive information from the parents on what is happening at their sites.
• School Site Council meetings -- The school site council is represented by parents, certificated and classified staff. On a yearly basis, parents and staff are elected by their peers to represent the school in providing recommendations to the school site council members when it comes to programs offered to students and approval of the categorical school site budget.
• Quarterly Awards Assembly -- At the end of each quarter, Kindergarten and 1st - 5th grade students are recognized for academic achievement and improvement, as well as for perfect attendance.
• Student of the Month Recognition/Social -- Each month, students are selected by their teachers as student of the month and the Principal celebrates this recognition with a small social of cookies and punch with their peers.
• Christmas Program -- Each Christmas, students perform Christmas songs for their peers and parents just before the Winter break.
• Canned Food Drive -- During Thanksgiving and Christmas, parents are asked to participate in a canned food drive to provide baskets for underprivileged families in the communities.
• Signatures Fund Raiser -- Twice each year, in the Fall and Spring, the student body has a fund raiser to raise money for school activities, field trips, and/or end of year activities.
• Open House/Spring Festival -- Staff work together in providing a small carnival to invite families and community members for some fun and games, while raising money for student body.
• End of the Year Awards Assembly -- At the end of the year, staff recognize their students for outstanding academic accomplishments and perfect attendance.
* Field Trips -- Parents help chaparone their children and their peers at all field trips offered through the school. Such field trips may include Perfect Attendance, Honor Roll, grade level specific educational field trips, Student Body field trips, and any others committees may deemed necessary.

Student Enrollment by Grade Level (School Year 2011-12)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	104
Grade 1	126
Grade 2	101
Grade 3	100
Grade 4	98
Grade 5	99
Total Enrollment	635

Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	White	0.9
American Indian or Alaska Native	0	Two or More Races	0.00
Asian	0	Socioeconomically Disadvantaged	84.9
Filipino	0.2	English Learners	72
Hispanic or Latino	98.7	Students with Disabilities	8.3
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2009-10 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2010-11 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	24.4		5		21.7	6			20.4	5		
1	22	1	4		16.8	6			20.7	6		
2	24.5		4		18.6	5			20	5		
3	25.5		4		19.2	5			19.8	5		
4	24.75		4		20.8	3	2		25.3	1	3	
5	23.75		4		19.4	3	2		18.6	5		
K-3	0				0							
3-4	0				0							
4-8	0				0							
Other	0											

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan.

Browning Road School offers a strong, academic curriculum where all of its students learn, succeed, and become active participants in society. The diversity of our student population is recognized, valued, and respected. In order to have a "Safe School", Browning Road School is increasing its commitment to creating an extended learning environment. We believe that this starts in the school by incorporating parents, outside community agencies and other district resources to form our educational community. Browning Road School is a school with a high minority population, as well as a large English language learner population. Browning Road students and their parents will have the opportunity to participate in activities and programs offered through the school.

Each year, the school staff is provided with a variety of staff development training targeted at increasing student achievement throughout the curriculum and across grade levels. In addition to staff development, the school continues to address any health concerns pertaining to any of our students, in speech, hearing and vision testing when necessary, in accordance to student's need. Browning Road School is constantly looking for ways to improve and provide safer playground, classroom and other campus areas, to accommodate a more positive learning environment for all students and staff, in the following school year, we are in the process of incorporating a positive school culture entitled "Capturing Kids Hearts", where staff and students are encouraged to build relational capacity with their fellow peers, and colleagues.

We improved access of unauthorized persons to the campus, by utilizing a locked gate at the front office, where parents, community members, and vendors, need to come into the office before coming on/off campus. For the safety of the students and staff, signs are posted throughout the school requiring all visitors to report to the office. Visitors are required to sign-in at the front office, and no parents or visitors are allowed on campus without authorization and a visible name tag. There are signs posted all over campus stating that all alcohol, tobacco, and drugs are prohibited on school campus.

The school administration will take an active leadership role in setting the direction of the school and establishing a positive climate. A school-wide set of expectations for acceptable student behavior, agreed upon by staff consensus, will be clearly communicated and reinforced by school staff to parents and students. Classroom conditions will provide an orderly learning environment, that will enhance the learning experience and promote positive interactions among students and staff. Positive academic and social expectations will be clearly stated and communicated to students and parents.

Students, parents, and staff will work together to ensure that strategies are in place to build a sense of community within the school, so that we can all feel a sense of pride in our school and feel that everyone is an important member of the team.

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	8.6	5.66	20.5	32.6	19.74	9.2
Expulsions	0	0	0	0.4	0.39	0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2012-13)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

We are proud to announce that Browning Road School has met and exceeded it's site inspection of the school's facility's good repair status. The school's grounds, bathrooms and buildings have passed and be recognized as good in status.

School Facility Good Repair Status. (School Year 2012-13)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 8/16/2012	Repair Status				
System Inspected	Exemplary	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✔	—	—	
Interior: Interior Surfaces	—	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	—	✔	—	—	
Electrical: Electrical	—	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	—	✔	—	—	
Safety: Fire Safety, Hazardous Materials	—	✔	—	—	
Structural: Structural Damage, Roofs	—	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✔	—	—	
Overall Rating	—	✔	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
Teachers with Full Credential	27	33	31	157
Teachers without Full Credential	0	0	2	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	93.78	6.22
High-Poverty Schools in District	93.75	6.25
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non - teaching)	2	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

This year we have been identified as having met all William's Settlement requirements.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Macmillan/McGraw-Hill, California Treasres, 2010, Grades K - 6th, Program I National Geographic/Hampton Brown, Inside Language, Literacy, and Content, 2009, Grades 4th - 5th	0 %
Mathematics	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Houghton Mifflin, Houghton Mifflin California Math, 2007, Grades K - 6th Glencoe-McGraw-Hill, California Math Triumphs, 2007	0 %
Science	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Macmillan/McGraw Hill, Macmillan/McGraw Hill California Science, 2008, Grades k - 6th	0 %
History-Social Science	Every student has their own textbook. As lost or damaged texts or instructional materials are reported to the library, they are replaced with new ones.	Harcourt School Publishers, Reflections: California Series, 2007, Grades K - 6th	0 %
Foreign Language			
Health			
Science Laboratory Equipment (grades 9-12)			
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$6,789.00	$2,334.46	$4,454.54	$64,720.71
District	N/A	N/A	$10,139.41	$60,000.00
Percent Difference - School Site and District	N/A	N/A	-56.07	7.87
State	N/A	N/A	$5,455.00	$62,892.00
Percent Difference - School Site and State	N/A	N/A	-18.34	2.91

Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

We have several programs and supplemental services available at Browning Road School:

* Supplemental Educational Services have been offered to students who are socially economically and academically disadvantaged, according to CST scores and/or by teacher recommendation at BRS through Title I funds.

* The After School Education and Safety (ASES) Program is now being offered to all students who want to apply through a grant.

* The Family Resource Center FRC also offers various services to the community to help families with food, school uniforms, clothing, referral to outside agencies and resources, and help them to pay their bills, when eligible and funding permits.

* Migrant also offers an afterschool program to eligible migrant students twice a week.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,811	$38,725
Mid-Range Teacher Salary	$60,058	$59,717
Highest Teacher Salary	$76,461	$77,957
Average Principal Salary (Elementary)	$99,448	$95,363
Average Principal Salary (Middle)	$101,934	$98,545
Average Principal Salary (High)	$107,095	$107,031
Superintendent Salary	$136,592	$149,398
Percent of Budget for Teacher Salaries	34	37
Percent of Budget for Administrative Salaries	4	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	29	36	41	29	34	37	52	54	56
Mathematics	57	65	64	37	41	44	48	50	51
Science	13	17	26	21	27	34	54	57	60
History-Social Science	0	0	0	32	32	39	44	48	49

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	History-Social Science
All Students in the LEA	37	44	34	39
All Students at the School	41	64	26	0
Male	39	62	29	0
Female	43	65	23	0
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	0	0	0	0
Hispanic or Latino	41	64	25	0
Native Hawaiian or Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	41	64	26	0
English Learners	27	52	9	0
Students with Disabilities	18	33	0	0
Students Receiving Migrant Education Services	23	57	0	0

California Physical Fitness Test Results (School Year 2011-12)

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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	15.7	6.7
7	0	0	0
9	0	0	0

X. 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. Detailed information about the API can be found at the CDE Academic Performance Index (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	2009	2010	2011
Statewide	1	2	3
Similar Schools	5	5	6

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	31	34	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	35	-3
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	31	32	-4
English Learners	26	34	6
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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	# of Students	School	# of Students	LEA	# of Students	State
All Students at the School	368	747	2,297	717	4,664,264	788
Black or African American			6		313,201	710
American Indian or Alaska Native			1		31,606	742
Asian			3		404,670	905
Filipino	1		6		124,824	869
Hispanic or Latino	363	748	2,253	717	2,425,230	740
Native Hawaiian or Pacific Islander					26,563	775
White	4		26	621	1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged	368	747	2,294	717	2,779,680	737
English Learners	261	744	1,558	681	1,530,297	716
Students with Disabilities	43	535	235	524	530,935	607

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)
Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2012-13)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

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	4
Percent of Schools Currently in Program Improvement	N/A	66.7

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Since the 2008/09 school year, the district has provided early realease days every Wednesday for staff development, Professional Learning Communities/grade level collaboration, and/or teacher planning/teacher prep.

In addition, the site is also able to provide quarterly grade level staff development with an outside consultant, to review benchmark data, and discuss/share grade level standards, as well as plan for the STAR test by scheduling standards each grade level will need to reinforce by the testing date. Additionally, staff also have the opportunity for release time for data chats with the principal and to observe their colleagues for additional classrooms strategies and procedures.

In the 2009/10 -- 2010/11 school years, the district has also provided a 7-hour training on Thinking Maps for new and veteran staff who have not been trained. During the Summer of 2010, the district has also offered and paid for a 40-hour SB472 training in the new Language Arts curriculum and well as, offered and paid for staff to attend Math training for all new staff and veteran staff who had not been previously trained. The Browning Road staff has had multiple opportunities for staff development in the past 3 years, including training in FabVocab, Student Engagement Strategies, Checking for Understanding, Higher Order Thinking Skills, Direct Instruction, and Writing.

The district also provides two or three days of staff development each year. This 201-13 schoolyear was dedicated to building relational capacity with students and building school culture.