

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

John Muir Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	John Muir Elementary	District Name	Santa Monica-Malibu Unified
Street	2526 Sixth St.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90405-3811	Web Site	www.smmusd.org
Phone Number	310 399.7721	Superintendent	Dianne Talarico
Principal	Martha Duran-Contreras	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	duran-contreras@smmusd.org		

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School Description and Mission Statement

This section provides information about the school's goals and programs.

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

School Mission Statement

John Muir School is an exceptional learning community. John Muir School is a beacon in our neighborhood that attracts, welcomes, and maintains our community children. All members of John Muir maintain and nurture a positive, supportive, and respectful environment that promotes powerful learning and exceptional achievement. All learners are challenged to go beyond expectations. Our diversity is recognized, celebrated and embraced. The John Muir Community goes beyond our physical boundaries and prepares all of our children for a prosperous future. All children are masters of all academic areas. They are artists in the visual and performing arts. All learners are capable of making incredible and indelible contributions to our society. Fiscal and personnel resources are ample. The vision is supported, challenged, and refined by all.

What Makes Muir Unique

The original John Muir School was built in 1923 and in December 1996 moved to its new location and building at 2526 Sixth Street, Santa Monica and is the neighborhood school for Ocean Park. We are named after John Muir, a well-respected environmentalist and one of the fathers of our National Park system. We are a public elementary school serving the small student body of 301 students that reflects the cultural diversity of the surrounding community. In addition to our regular program are classes for specialized needs: Special Day Classes (SDC), English Language Development (ELD), Resource Specialist Program, and Speech and Language. Gifted and Talented Education (GATE) and high achieving students are served within the regular classroom with differentiated curriculum as well as an after-school GATE program. John Muir is partnered with PSArts and offers an enriched fine arts program. All students have an opportunity to participate in music, work in the technology lab, visit our newly renovated Media Center. There is a State Head Start Preschool on our campus, childcare for before and after school and co-sponsored, with the City of Santa Monica, CREST, an after school program. John Muir has an active PTA and volunteer program who are supportive of the educational program and provide funds for school-wide enhancements. Our ELAC meets regularly for both parental education and makes recommendation for our ELL program. The Site Governance Council consists of 12 members including parents, teachers and support staff.

The SPSA includes eight goals in the areas of: English Language Development, GATE, Social Science, Library Improvement, Mathematics, Parental Involvement, Reading and Writing, and Technology. Our progress indicators include but are not limited to: a yearly increase in English Language proficiency, increase in the collection of books in our library, more parental involvement by all groups, increased achievement on district wide assessments, and the CST.

These progress indicators are monitored on a regular basis, such as after a district-wide assessment, and at our parent conferences, Standards Based Report Card periods, and at ELAC and Site Governance meetings,

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Marie Robinson

Contact Person Phone Number: (310) 399-7721

The John Muir PTA actively supports our school community. Meetings are generally held in the Media Center on the second Wednesday of the month at 6:30pm. Childcare is provided. The English Learners Advisory Committee (ELAC) holds meetings in the mornings on every second Thursday of the month in Bungalow C at 8:30am. Everyone is welcome and English translation is provided.

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Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	52	Grade 4	53
Grade 1	45	Grade 5	58
Grade 2	45	Total Enrollment	305
Grade 3	52		

Student Enrollment by Group

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
African-American	12.00%	White (Not Hispanic)	42.30%
American Indian or Alaska Native	0.33%	Multiple or No Response	10.49%
Asian	1.31%	Economically Disadvantaged	43.00%
Hispanic or Latino	33.00%	English Learners	15.00%
Pacific Islander	0.33%	Students With Disabilities	17.00%

Average Class Size and Class Size Distribution

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	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	20.5	1	1	16	3	--	20	3	--
1	20	2	--	15	3	--	17.7	3	--
2	19.5	2	--	20.5	1	1	18	1	--
3	20	3	--	18	3	--	18.7	3	--
4	24	--	2	30	--	1	24	--	1
5	28	--	2	27	--	3	26.3	--	3

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II. School Climate

School Safety Plan

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

Annual staff review of the school's comprehensive safety plan was conducted on September 6, 2006. School grounds are open at 7:00 am for Morning CREST, and close at 6:00 pm when After School CREST ends their program. Breakfast is served at 8:05 am, supervision is present, and supervision for all students at 8:05 am. Playground supervision is available before school, after school, at recess and for the lunch periods. During the school day there is no unauthorized access to the school campus. Only one entrance is open during school hours, and is monitored by the office staff and the day custodian. Visitors must sign in at the office and receive a visitor badge. Adequate space exists for all school operations, activities and programs. Classroom space is allocated per the needs of each classroom teacher or support provider. (RSP and SDC). Appropriate space is available for designated services as well (Adaptive PE, Physical Therapy, Speech and Language and Occupational Therapy).

The comprehensive safety plan is reviewed and updated annually. There are regular earthquake, fire and lockdown drills. Parents are notified in advance of each drill. Yearly we participate in a district-wide earthquake drill where all of the safety teams are put into action. After each drill the staff gives and is given feed-back and we improve on our implementation. Our State Pre-School and our CREST program are informed and participate in all of our drills.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.28%	1.25%	0.98%	7.09%	6.80%	6.10%
Expulsions	0.00%	0.00%	0.00%	0.07%	0.07%	0.04%

III. School Facilities

School Facility Conditions and Improvements

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

Our school site was newly built and completed in 1997. The classroom space and playground space are more than adequate for high caliber teaching and instruction. All teachers have a shared office space with a direct phone line and voice mail access. All staff members have either a desktop computer or laptop computer with Internet capability and email access. All classrooms have technology access with a 5:1 student to computer ratio. There is a newly equipped computer lab. Our Site Governance oversees the Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff. The facility which supports our school is well-maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect. Projects completed during the year included flooring replacement in all of our buildings, interior and exterior painting, fencing, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. The facility is adequately maintained by our site full-time day custodian, one night custodians and our District maintenance and operations department. The principal and staff work closely with the site custodians and district maintenance and operations department to ensure that the school building and grounds are clean and free of litter and graffiti. There are no emergency needs as defined by the Office of Public School Construction.

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School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	15	18	17	604
Without Full Credential	1	0	0	20
Teachers Teaching Outside Subject Area	0	0	0	--

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	2005-06	2006-07
Misassignments of Teachers of English Learners	5	3
Total Teacher Misassignments	5	3
Vacant Teacher Positions	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	96.5%	3.5%

V. Support Staff

Academic Counselors and Other Support Staff

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
Nurse	0.5
Psychologist	1.0

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin is used at John Muir for Language Arts. It is accessible and available to all students grade K-5. We are Williams compliant in this area.	0
Mathematics	Harcourt Brace Mathematics is used at Muir5 K-5. It is the most recent State Adopted text for Math. It is accessible and available to all students grades K-5. We are Williams compliant in this area.	0
Science	John Muir uses Foss kits at every grade level	0
History-Social Science	Harcourt Brace Social Studies is used at John Muir K-5. It is the most recent State Adopted text for Social Studies. It is accessible and available to all students grades K-5. We are Williams compliant in this area.	0
Foreign Language	n/a	0
Health	John Muir needs to develop an articulated health curriculum in grades K-5 that is in compliance with State Standards and Frameworks.	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,546.00	\$776.00	\$3,770.00	\$61,498.00
District	--	--	--	\$61,498.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	24%	-3%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

No Data Available

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,999.00	\$38,478.00
Mid-Range Teacher Salary	\$61,216.00	\$60,735.00
Highest Teacher Salary	\$82,418.00	\$76,906.00
Average Principal Salary (Elementary)	\$104,551.00	\$96,766.00
Average Principal Salary (Middle)	\$111,415.00	\$102,730.00
Average Principal Salary (High)	\$122,813.00	\$110,489.00
Superintendent Salary	\$162,181.00	\$169,243.00
Percent of Budget for Teacher Salaries	41.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	44%	47%	57%	61%	64%	65%	40%	42%	43%
Mathematics	49%	53%	61%	51%	53%	52%	38%	40%	40%
Science	37%	44%	52%	40%	54%	58%	27%	35%	38%
History-Social Science	--	--	--	49%	54%	50%	32%	33%	33%

CST 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
African-American	62%	52%	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Hispanic or Latino	38%	47%	39%
White (Not Hispanic)	68%	72%	68%
Male	54%	64%	56%
Female	60%	57%	48%
Economically Disadvantaged	45%	46%	42%
English Learners	47%	50%	21%
Students With Disabilities	21%	38%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	48%	35%	40%	63%	60%	61%	41%	42%	42%
Mathematics	57%	40%	53%	68%	68%	68%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Hispanic or Latino	18%	41%
White (Not Hispanic)	68%	58%
Male	29%	61%
Female	55%	41%
Economically Disadvantaged	16%	37%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.0%

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IX. 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	7	7	6
Similar Schools	6	7	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	24	2	40	822
Hispanic or Latino	42	-14	28	780
White (Not Hispanic)	15	11	47	863
Economically Disadvantaged	17	0	41	773

Adequate Yearly Progress

The federal NCLB 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 English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

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 AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI

Professional Development

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

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All teachers and staff at school sites participate in ongoing professional development and curriculum and instructional improvement efforts through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our academic calendar for intensive professional development and planning. One of these days is a district-wide focused professional development; the other two are developed by and conducted at individual school sites. In 2006, with the support of District's Education Services Department, elementary sites elected to pool resources and dedicated one of the site-based days. The professional development activities were conducted in several focused areas, including writers workshop, cognitively guided math instruction, and school climate.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in the SMMUSD schools are the following:

- * The Principles of Learning -- with special focus on Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- *Lesson Link -- teachers work together to co-plan, teach, revise and publish lessons with one another
- *Academic Conferences -- teachers review data, discuss options and select additional areas of instructional focus
- *Literacy and Mathematics -- standards based curriculum and instructional delivery
- *Using data to improve classroom instruction
- *Culturally relevant and responsive pedagogy
- *Supporting students with special needs
- *Safe schools and healthy students
- *Character education
- *Frontloading instruction for English Language Learners
- *Differentiated Instruction for all students
- *Curriculum development and refinement in all content areas

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs such as BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors and Lesson Link. Additionally, professional development occurs through workshop series during banked time or after school opportunities. Teachers may also attend workshops or conferences that are relevant to their instructional focus. In addition, teachers have the opportunity to attend a full-day professional development activities offered by our own staff or appropriately selected consultants. The District has worked closely with the Writing Workshop program of Teachers College, Columbia University as well as the Six Traits of Writing out of Great Source programs.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a three-day professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

In addition, each year, at individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.