

William R. Buckley Elementary

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	William R. Buckley Elementary
Street	2573 W. Westfield Ave
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 788-6412
Principal	Chastity Lollis
E-mail Address	clollis@burtonschools.org
CDS Code	54-71837-6114078

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Web Site	www.burtonschools.org
Superintendent	Gary Mekeel
E-mail Address	gmekeel@burtonschools.org

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

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

William R. Buckley Mission

The entire staff at William R. Buckley School is committed to providing the best possible education to our students. We believe that all students can succeed regardless of their race, background, or ability. To that end, we strive to provide a safe and nurturing atmosphere that encourages our students to try their best daily, without fear of failure.

We are committed to offering an academic program that challenges each of our students to reach his or her highest potential. We strive to create students who are eager to learn and confident in mastering their grade-level essential standards.

Our school tiger mascot is the "Buckley Bengal", and our school colors are Forest Green and Black. Students have the opportunity to show their school spirit by wearing their Bengal shirts every Friday.

William R. Buckley Student Motto:

- Be a person of good character
- Empathize with others
- Negotiate fairly
- Grow in responsibility
- Always show respect and
- Loyalty to your family, friends, and school
- Serve your community

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The role played by parents in preparing children for school is essential. Parents play a crucial role in their children's education. Children learn better if, in addition to being provided a good instructional program, they receive the ongoing support of parents.

At William R. Buckley, we invite and encourage parents to actively participate in a variety of school programs, such as PTA. When parents participate in school, all students benefit. PTA provides fundraising opportunities and a variety of student activities throughout the school year.

School Site Council is another way for parents to volunteer in a more formal setting. The School Site Council is a committee made up of school personnel and parents. The focus of the council is to provide a forum for parents and school personnel to come together to identify common goals for the school's compensatory education programs and establish a plan to achieve these goals that will be recommended to the School District Board of Education. School Site Council Members are elected at the beginning of each school year.

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

Grade Level	Number of Students
Kindergarten	125
Grade 1	118
Grade 2	99
Grade 3	127
Grade 4	96
Total Enrollment	565

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.9	White	40.7
American Indian or Alaska Native	0.9	Two or More Races	0
Asian	2.8	Socioeconomically Disadvantaged	68.8
Filipino	3.2	English Learners	22.5
Hispanic or Latino	51.3	Students with Disabilities	3.9
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	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	20	5	0	0	20	6	0	0	25	0	5	0
1	17.63	8	0	0	19.6	5	0	0	19.7	6	0	0
2	19.6	5	0	0	18.7	7	0	0	24.8	0	4	0
3	19.8	5	0	0	30	0	3	0	31.8	0	4	0
4	28.67	0	3		30.7	0	3	0	32	0	3	0
Other	0	0	0	0					0	2	0	0

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

III. School Climate

School Safety Plan (School Year 2011-12)

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.

Buckley Elementary strives to provide and maintain a safe, clean, and orderly environment that is conducive to learning. Staff members provide student supervision before school (7:30 a.m. – 8:15 a.m.) as well as during morning and lunch recesses. The School Site Council has adopted a School Safety Plan with attention to school climate and environment. The plan lists strategies, resources, timelines, and evaluation for each area. Included in this plan is a Safe Route to School for all students. The plan was written with staff and parent input and approved by the School Site Council and school board. This plan is updated yearly or as needed with the assistance from the Transportation Department to insure safe walking access to and from school. Crossing guards are in place at the corner of Westwood St. and Henderson Ave., at Westwood St. and Westfield Ave., and in front of the school to cross students safely before and after school.

Additionally, both the district staff and teachers have reviewed and implemented a Crisis Response Plan for Emergency Preparedness, which includes plans for dealing with fire, flood, fallen aircraft, earthquake, chemical accident, windstorm, bomb threat, civil defense, and imminent danger. The staff receives training and practice with safety plans through staff development. The plans are living documents and are refined and adapted as needed to provide safety for all on the campus. A copy of the Crisis Response Plan is available for viewing in the school office.

Buckley Elementary staff participates in district safety planning meetings and parents, staff and administration participate in district meetings with guest speakers from local agencies who provide input and information to help create and maintain site safety plans.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	10.58	1.25	1.0	18.23	11.97	10.0
Expulsions	0	0	0	0	0.03	0.02

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

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

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

WRB – Deferred Maintenance 2008

1. Plumbing – Copper pipe in Administration Building - \$30,000.00 (Problem)
2. Electrical - \$20,000
3. Intercom/Bells and fire alarm - \$50,000.00
4. 201 – VCT
5. 202 – VCT
6. 203 – VCT
7. 204 – VCT
8. 205 – VCT
9. 205 – VCT
10. 206 – VCT
11. 207 – VCT
12. 507– Carpet.
13. 508 –Carpet.
14. 509– Carpet.
15. 510 –Carpet.
16. Exterior painting of doors, window frames and iron fence/gates.
17. Asphalt – Slurry seal all asphalt 2010/2011
18. Concrete repair throughout the site due to tree root damage.
19. HVAC Unit replacement as needed.

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

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 Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 Rating	[]	[X]	[]	[]	Tracy Tucker/Director of MOT/Risk Manager 12-18-12

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	26	25	24	194
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage 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	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* 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.

VI. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	0
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.17	---
Social Worker	N/A	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.14	---
Resource Specialist	1	---
Other	N/A	---

* 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.

VII. Curriculum and Instructional Materials

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

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 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption—Good Quality	Yes	0%
Mathematics	Current Adoption—Good Quality	Yes	0%
Science	Current Adoption—Good Quality	Yes	0%
History-Social Science	Current Adoption—Good Quality	Yes	0%

VIII. School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,723	\$1,081	\$4,642	\$64,824
District	---	---	\$5,425	\$59,608
Percent Difference: School Site and District	---	---	15	9
State	---	---	\$5,455	\$65,598
Percent Difference: School Site and State	---	---	2	3

* **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 webpage 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 webpage 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 2011-12)

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.

At William R. Buckley Elementary School, expenses for all educational services include teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration. While the majority of William R. Buckley Elementary budget is made up of "general" funds, we also receive "categorical" funds, to be used for supplementing the general education program. Such programs include School Improvement Program (SIP), English Language Learners (ELL), State Compensatory Education (SCE), Title 1, Title VI, and Migrant Education.

A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,174	\$40,962
Mid-Range Teacher Salary	\$58,745	\$63,212
Highest Teacher Salary	\$79,155	\$80,545
Average Principal Salary (Elementary)	\$98,395	\$102,057
Average Principal Salary (Middle)	\$114,735	\$106,108
Average Principal Salary (High)	\$122,465	\$110,838
Superintendent Salary	\$171,592	\$152,557
Percent of Budget for Teacher Salaries	37%	40%
Percent of Budget for Administrative Salaries	8%	6%

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

IX. 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								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	57	63	61	49	50	50	52	54	56
Mathematics	73	77	70	52	51	46	48	50	51
Science				52	54	56	54	57	60
History-Social Science				31	41	39	44	48	49

* 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	50	46	56	39
All Student at the School	61	70		
Male	59	70		
Female	62	70		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino	82	100		
Hispanic or Latino	49	64		
Native Hawaiian/Pacific Islander				
White	70	74		
Two or More Races				
Socioeconomically Disadvantaged	53	67		
English Learners	53	74		
Students with Disabilities	47	53		
Students Receiving Migrant Education Services	38	69		

* 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 2011-12)

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 webpage 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			

* 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.

X. 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 webpage 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	6	8	7
Similar Schools	3	9	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	42	3	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	86	-28	-16
Native Hawaiian/Pacific Islander			
White	9	33	-12
Two or More Races			
Socioeconomically Disadvantaged	72	-2	-15
English Learners	123	-50	7
Students with Disabilities			

* "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, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	306	839	2,945	765	4,664,264	788
Black or African American	5		32	768	313,201	710
American Indian or Alaska Native	4		37	778	31,606	742
Asian	5		76	842	404,670	905
Filipino	10		103	858	124,824	869
Hispanic or Latino	150	803	1,769	734	2,425,230	740
Native Hawaiian/Pacific Islander	1		1		26,563	775
White	130	869	914	805	1,221,860	853
Two or More Races	0		12	784	88,428	849
Socioeconomically Disadvantaged	197	808	2,068	738	2,779,680	737
English Learners	65	821	759	708	1,530,297	716
Students with Disabilities	17	670	225	591	530,935	607

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)

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

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

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 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <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	2012-2013	2005-2006
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

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.)?

Two of the most powerful methods for improving school performance are analyzing student work and performance and identifying best practice. These activities require staff members to examine their practice carefully in relation to the progress that their students make toward the standards. Our professional development program includes regular opportunities for our staff to meet and engage in professional dialogue about student work, what proficiency with the standards looks like, and how to improve their teaching.

Through professional development, which includes balanced literacy and math methods, the staff has become thoroughly familiar with the California Standards and are becoming fluent in the new Common Core Curriculum. The staff develops and implements Language Arts and Math benchmark goals and assessments as well as incorporate the content and English Language Learner (ELL) standards into daily lesson plans. The recent ELL standards as well as Differentiated Benchmarks for identified ELL students are in the process of being coordinated and aligned with all content standards to reach the school's diverse population.

The staff annually refines the writing rubric and math benchmarks that are developed to most closely align the district's assessments with the content standards. Special Education instructors are part of this process and Individual Education Plans (IEPs) are written to match these standards.

All teachers attend district writing and literacy professional development that incorporate content standards training and effective teaching strategies during the first two years working in our district. A variety of inservice opportunities are available for all teachers in our District.

Literacy Coaches and other resource staff provide professional development to individual teachers and/or grade levels. All new teachers to our district are scheduled for this training. Training occurs during school hours, during district early dismissal, days and after-school trainings and focus groups.

Students are released at 1:00 p.m. each Wednesday so teachers are able to meet with district specialists and coordinators to receive staff development and review strategies and goals to improve student learning and scores. Teachers meet in grade levels to analyze student data, review instructional strategies and assessments, and plan for the focus of instruction for the essential standards. Strategies for remediation and enrichment are also identified in order to improve student achievement.

Through the on-going analysis of data from STAR results, district assessments, and the CELDT, our staff is continually analyzing and planning their next teaching steps to meet the needs of every student at Buckley Elementary. This assessment process permits us to establish and communicate the goals that the school, teachers and students are expected to achieve; determine targets for teaching and learning; and shape the performance of staff and students.

Disaggregated data is used to evaluate the performance of specific groups of students. This process permits the staff to compare the performance of all groups of students. Analysis of this data assists our staff to identify patterns of underachievement so they can make appropriate changes in curriculum and instructional strategies.

On-going staff development activities are an essential part of Buckley Elementary efforts to maintain and improve our quality educational program. All Buckley teachers participate in advanced training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In service training is being provided by outside consultants, county and district specialists, resource teachers, and mentor teachers.

Curriculum improvement is coordinated by the Curriculum Council, which is made up of representatives from each campus, including classroom teachers, resource teachers, mentor teachers, curriculum and program coordinators, and administrators. Staff development priorities are established based on surveys and other input from staff, administrative identification of needs, staff analysis of student achievement data, and consideration of adopted curriculum standards.

Professional Development is an important on-going process utilized by staff to develop stronger strategies and teaching practices.