

# **Cornell Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Cornell Elementary School
<b>Street</b>	920 Talbot Avenue
<b>City, State, Zip</b>	Albany, CA 94706
<b>Phone Number</b>	510.558.3700
<b>Principal</b>	Elizabeth Reimuller
<b>Email Address</b>	lreimuller@ausdk12.org
<b>Website</b>	<a href="https://cornell.ausdk12.org/">https://cornell.ausdk12.org/</a>
<b>County-District-School (CDS) Code</b>	01-61127-6090161

Entity	Contact Information
<b>District Name</b>	Albany Unified School District
<b>Phone Number</b>	510.558.3750
<b>Superintendent</b>	Frank Wells
<b>Email Address</b>	fwells@ausdk12.org
<b>Website</b>	<a href="http://www.ausdk12.org">http://www.ausdk12.org</a>

## School Description and Mission Statement (School Year 2019-20)

The strength of our school lies with the knowledgeable, thoughtful, and caring staff who share the belief all students can learn. Our teaching faculty of highly qualified, fully credentialed, and Cross-Cultural Language and Academic Development (CLAD) certified teachers is dedicated to teaching students a core academic curriculum based on state standards. Staff collaborates regularly to produce a focused approach to instruction. Cornell Elementary School is made up of a diverse student body. Currently, there are approximately 575 students enrolled with more than 28 different languages spoken. The school serves students in grades K-5 with 24 general education classrooms and three special-education classrooms. Additional resources are allocated to serve students in need of reading and math intervention, English Language Development (ELD) instruction, speech and language support, special education resource services, adapted physical education, occupational therapy, and counseling. Students also participate in music, physical education, science, and library classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

The Cornell teaching faculty, staff, and parents are committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of all students. Through the Student Success Team (SST) and Individualized Education Plan (IEP) process, we identify students who have special needs and then determine specific strategies that will best support their academic, social and emotional growth. The staff strives to provide students with a curriculum that is rigorous, meaningful, relevant, appropriately challenging and allows students to develop their critical-thinking skills. Instruction is focused on state standards, and all students are making progress toward mastery of these standards. Cornell teachers differentiate their instruction to meet the individual learning needs of their students. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences which foster social and emotional growth as well as develop students' communication and collaboration skills.

We offer one fee-based enrichment program to students during the Early Bird and Late Bird reading periods in grades 1-3. Inquiries about this class should be directed to our office at (510) 558-3700. Our campus also offers an after-school child-care program focused on Chinese language and culture. This program serves students in grades K-3. Inquiries regarding the Chinese or Cedars after-school program should be directed to Anna Mansker, Director of Albany Children's Center, at (510) 559-6590.

At Cornell Elementary School, our mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful, and responsible. We create safe, inclusive, and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving and the ability to express themselves clearly. All of our students are moving toward mastering the essential skills and grade-level standards so that they can thrive as learners in school and throughout their lives.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	71
Grade 2	99
Grade 3	93
Grade 4	101
Grade 5	102
Total Enrollment	561

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	31.6
Filipino	1.4
Hispanic or Latino	12.7
White	28.2
Two or More Races	17.6
Socioeconomically Disadvantaged	13.7
English Learners	23
Students with Disabilities	7.1
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	36	33	213
Without Full Credential	1	0	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Writing, Lucy Calkins, et al. Units of Study in Reading, Lucy Calkins, et al.	No	0.0%
Mathematics	TK-3rd Grade: Investigations in Number, Data, and Space (Pearson)-Not State Adopted 3rd-5th Grade: Math Expressions, Common Core (Houghton Mifflin)	Yes	0.0%
Science	Full Option Science System (DELTA)	No	0.0%
History-Social Science	K-1st Grade: History Social Science (Houghton-Mifflin) 2nd-5th Grade: Reflections: California Series (Harcourt)	No	0.0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

A Facilities Master Plan was approved in 2014. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. In general, our district needs to prepare for anticipated growth in enrollment and the addition and/or replacement of existing facilities. The safety of students and staff is a primary concern at Cornell Elementary School. The school site safety plan is updated annually.

The key elements of the school site safety plan encompass student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis. To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office. The school was built in 1948, and the last building was added in 1974. There are a total of 24 K-5 general-education classrooms, with 10 of them being portables. The school is in good overall condition. There are sufficient classroom, playground and staff spaces to support teaching and learning. The school has a multipurpose room, a library, two play areas and sufficient classrooms to meet current needs. The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school. District maintenance staff members ensure the repairs necessary to keep the school in good repair, and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	:
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	82	84	76	79	50	50
Mathematics (grades 3-8 and 11)	77	76	70	72	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	281	96.90	3.10	83.63
Male	132	131	99.24	0.76	83.21
Female	158	150	94.94	5.06	84.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	91	88	96.70	3.30	86.36
Filipino					
Hispanic or Latino	33	32	96.97	3.03	68.75
Native Hawaiian or Pacific Islander					
White	99	97	97.98	2.02	85.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	54	52	96.30	3.70	84.62
Socioeconomically Disadvantaged	46	42	91.30	8.70	61.90
English Learners	88	83	94.32	5.68	73.49
Students with Disabilities	16	15	93.75	6.25	60.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	285	98.28	1.72	76.49
Male	132	132	100.00	0.00	80.30
Female	158	153	96.84	3.16	73.20
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	91	91	100.00	0.00	87.91
Filipino					
Hispanic or Latino	33	33	100.00	0.00	63.64
Native Hawaiian or Pacific Islander					
White	99	96	96.97	3.03	73.96
Two or More Races	54	53	98.15	1.85	69.81
Socioeconomically Disadvantaged	46	46	100.00	0.00	52.17
English Learners	88	88	100.00	0.00	73.86
Students with Disabilities	16	15	93.75	6.25	53.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.3	19.6	59.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

At Cornell, we value and enjoy a high level of parent and community involvement. The school works in partnership with parents to support students, staff and our instructional programs. Opportunities for parent involvement include the School Site Council; Parent-Teacher Association (PTA); English Learner Advisory Committee; Cornell Crew; Wellness Committee; Traffic Safety/Walking School Bus Committee; Albany Music Fund; Albany Education Foundation; SchoolCARE; PTA Enrichment Giving Campaign; and as volunteers in the classroom, office and leaders of noontime activities. Communication between the school and home is accomplished through weekly school-wide newsletters as well as classroom newsletters, phone calls, emails, meetings, report cards, and conferences.

The PTA supports a number of the school's instructional programs as well as enrichment activities. The PTA also offers parent education nights, funds our supplemental programs, hosts community-building events, and coordinates many fundraising activities to support our school in a number of ways (funding personnel and programs, supplying instructional materials for classrooms, offering enrichment activities for our students, and coordinating improvements to our school). The members of our School Site Council discuss our students' achievement and help monitor the implementation of our site plan. In addition, our teachers and students also benefit greatly from support and assistance provided by parent volunteers.

For more information on how to become involved, contact PTA President at [president@cornellpta.org](mailto:president@cornellpta.org).

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.9	0.0	1.4	3.1	2.1	1.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Safety is a priority at Cornell School. We have implemented a school wide positive-behavior program called BEST. Using the BEST program as our guide, Cornell staff has developed behavior expectations for common areas around the school. Classroom and common-area behavior expectations are framed around three core ideas, which serve as our Big Three Rules: Be Safe, Be Responsible and Be Respectful. We have also developed and annually update the Peaceful Playground Handbook which specifies the guidelines for safe and cooperative play on the play structure and playground. In addition, our school has a Conflict Manager program, where 3rd-5th grade students assist their peers in resolving conflicts at recess. In the classroom, Cornell teachers integrate the Welcoming Schools anti-bias curriculum into their instructional programs to address issues of bullying, diversity and accepting differences.

Practice drills for fire, earthquakes and other emergencies are held with the staff and students on a monthly basis. Emergency kits are located in all classrooms, and additional emergency supplies are stored on-site. We have established emergency response teams, each with specific responsibilities, so that we respond effectively and efficiently in the event of a crisis situation. The key elements of the school's current safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and Emergency Response Team (ERT) committee, Concept of Emergency Functions, including a summary of planned response, Site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis incident stress debriefing, after-event critique, and after-action report.

Part II:

- Emergency Procedures
- Building evacuation
- Fire Chemical accident
- Earthquake
- Air pollution
- Explosion or aircraft crash
- Bomb threat
- Suspicious individuals
- Medical/first aid
- Terrorist situation.

Part III: Emergency Forms/Checklists

- Sample parent letter Hazard-identification checklist
- Recommended emergency supplies
- Guidelines for preparing a buddy/teacher list
- Sample emergency information sheet
- Sample student district notice of first-aid care
- Sample site status report

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	2		23		3		24		4	
1	23		4		23		4		24		3	
2	22		4		23		4		25		4	
3	24		4		23		4		23		4	
4	27		4		26		4		25		4	
5	27		3		27		4		26		4	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	0.5
Social Worker	0.26
Nurse	0.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8974	2668	6306	77927

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	7574	71839
Percent Difference - School Site and District	N/A	N/A	-18.3	8.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-12.4	4.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

During the 2019-2019 school year, the following support services were provided:

- Title I dollars were allocated to staff English Language Development teachers.
- Supplemental funds allocated through the Local Control Funding Formula were allocated to intervention specialists (reading and mathematics), intervention teacher hourly, and materials and supplies.
- SchoolCARE, a community fundraising group, allocated dollars to staff a library technician, provide additional noontime supervision, support mathematics intervention, and support the District's in-school enrichment program.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,101	\$46,208
Mid-Range Teacher Salary	\$71,512	\$72,218
Highest Teacher Salary	\$96,394	\$92,742
Average Principal Salary (Elementary)	\$136,524	\$113,112
Average Principal Salary (Middle)	\$141,656	\$118,220
Average Principal Salary (High)	\$151,534	\$127,356
Superintendent Salary	\$218,636	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Cornell teaching faculty is offered three districtwide staff development days each school year. Along with meetings held every Wednesday afternoon, these professional-development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction and assessments, to share best practices with colleagues, and to discuss ways to better support our students' learning. Approximately every three times per year, Cornell teachers collaborate with the faculty at Marin School and Ocean View School in order to align our work across the district. An ongoing focus for this collaboration is teachers' learning new instructional strategies to enhance their instruction and our students' learning. As another means of supporting ongoing professional development, we also meet in professional learning communities so that teachers are able to share their expertise with each other and step into the role of learners.