

# **El Granada Elementary**

## **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>	El Granada Elementary
<b>Street</b>	400 Santiago Street
<b>City, State, Zip</b>	Half Moon Bay, CA, 94019
<b>Phone Number</b>	(650) 712-7150
<b>Principal</b>	Ms. Martha Ladd
<b>Email Address</b>	laddm@cabrillo.k12.ca.us
<b>Website</b>	<a href="http://www.cabrillo.k12.ca.us/elgranada/index.html">http://www.cabrillo.k12.ca.us/elgranada/index.html</a>
<b>County-District-School (CDS) Code</b>	41688906043624

Entity	Contact Information
<b>District Name</b>	Cabrillo Unified
<b>Phone Number</b>	(650) 712-7100
<b>Superintendent</b>	Dr. Sean McPhetridge
<b>Email Address</b>	mcphetrdiges@cabrillo.k12.ca.us
<b>Website</b>	www.cabrillo.k12.ca.us

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

The mission of the Cabrillo Unified School District, an exemplary learning community committed to valuing our distinct cultural identities, is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.

El Granada Elementary School is a diverse school community that fosters the academic and social development of each student. Among the academic highlights are a school-wide commitment to Reading and Writing Workshop, a robust implementation of hands-on science including a functional lab for 4th and 5th grade students and full implementation of Bridges Math program that focuses on concepts, skills and numerical fluency highlighted in the common core mathematical practices. El Granada utilizes a high level use of computers and technology in all content areas, and has 40-year tradition of celebrating Arts and Science Week. El Granada has an extended day Kindergarten enrichment program beginning each December that engages students in thematic units and project based learning. The El Granada parent community is highly involved as evidenced by the PTO's commitment and support of enrichment programs and school resources and materials including classroom supplies and playground equipment. In addition to funding our Kindergarten through third grade PE and school wide Music program, the PTO also supports the Art in Action program that teaches art technique and art history through the examination great and world recognized masters. Teachers and parents partner to make this a valuable learning experience.

El Granada is a Positive Behavior Intervention and Supports (PBIS) school. At El Granada we SWIM with the dolphins: we are Safe, we Work hard, we are Inclusive and we Make good choices. Staff and students have developed school wide expectations for positive behavior in the classroom and in our outdoor spaces. We celebrate all of our progress in learning to be a kind, caring, empathetic campus that can persevere through problems with resiliency and determination. We also have a variety of therapeutic supports to enhance our social/emotional learning.

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

Grade Level	Number of Students
<b>Kindergarten</b>	78
<b>Grade 1</b>	73
<b>Grade 2</b>	54
<b>Grade 3</b>	53
<b>Grade 4</b>	69
<b>Grade 5</b>	82
<b>Total Enrollment</b>	409

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

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	1
Filipino	0.5
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.5
White	36.7
Two or More Races	3.9
Socioeconomically Disadvantaged	44.7
English Learners	34.7
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	0.7

## 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	22	22	22.2	148.61
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### 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: June/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade(s) K-5: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-7: Houghton Mifflin - Houghton Mifflin Reading California, 2003 Grade(s) 1-5: Great Source - Working Words in Spelling Grade(s) K-2: Hampton & Brown - Phonics & Friends Grade(s) K-5: Hampton & Brown - Into English Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
<b>Mathematics</b>	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
<b>Science</b>	Grade(s) K-5 Delta Education FOSS California Edition, 2007	Yes	0
<b>History-Social Science</b>	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US	Yes	0

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

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### 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:** 2019-2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Poor	Repairs will be addressed by ongoing modernization bond.
<b>Interior:</b> Interior Surfaces	Poor	Carpets, hard surface floors will need replacing. Repairs will be addressed by ongoing modernization bond.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Repairs will be addressed by ongoing modernization bond.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Support beams are rusted & scaling and will be replaced or repaired, gutters will be replaced, roofs need replacing. Repairs will be addressed by ongoing modernization bond.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repairs will be addressed by ongoing modernization bond.
<b>Overall Rating</b>	Poor	

## 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)	53	52	50	48	50	50
Mathematics (grades 3-8 and 11)	40	43	37	34	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	199	195	97.99	2.01	52.31
Male	94	93	98.94	1.06	38.71
Female	105	102	97.14	2.86	64.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	112	97.39	2.61	35.71
Native Hawaiian or Pacific Islander					
White	66	65	98.48	1.52	70.77

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	91.67
Socioeconomically Disadvantaged	99	98	98.99	1.01	35.71
English Learners	92	91	98.91	1.09	32.97
Students with Disabilities	28	27	96.43	3.57	11.11
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	199	194	97.49	2.51	43.30
Male	94	93	98.94	1.06	35.48
Female	105	101	96.19	3.81	50.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	112	97.39	2.61	26.79
Native Hawaiian or Pacific Islander					
White	66	65	98.48	1.52	64.62
Two or More Races	12	11	91.67	8.33	63.64
Socioeconomically Disadvantaged	99	98	98.99	1.01	26.53
English Learners	92	91	98.91	1.09	21.98
Students with Disabilities	28	26	92.86	7.14	11.54
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	19.2	30.8	33.3

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)

El Granada Elementary School actively seeks and welcomes parent and community involvement. The school climate is developed through a cooperative effort of the school staff, Parent-Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent volunteers.

Parents are involved in many different capacities. The parent community at El Granada Elementary School participates inside the classrooms and/or directly assists in the school's educational programs. They volunteer in classrooms, provide transportation for educational field trips, raise funds for enrichment programs, supply educational materials, provide technical assistance, serve on committees, and take various leadership roles. In fact, the PTO raises about \$90,000 per year and contributes significantly to educational enrichment activities on campus.

At the start of the 2018-19 school year El Granada formed a Parent Engagement Team. This group of parents, teachers, staff members and principal work to develop literacy events to engage parents in ways to help their children at home with their reading. To enhance our Positive Behavioral Interventions and Support framework we have initiated regular meetings with families to discuss school safety and climate. In order to maximize parental involvement, there is an on-site bilingual liaison who organizes various parental involvement and educational activities throughout the school year.

The appropriate contacts are as follows:

- Bilingual Liaison: Aurora Doncov
- Parent-Teacher Organization President: Breanna La Fontaine
- School Site Council President: Christina Tackett
- ELAC Vice President: Rosa Ruiz

### 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>	1.3	0.9	0.0	2.6	2.2	3.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

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

El Granada Elementary School published a comprehensive school safety plan in the 2018-19 school year. This comprehensive plan will be updated annually by the Safety Team and school staff and is approved annually by the School Site Council. The plan includes the following sections: assessment of current status, action plans for ongoing review and update of programs and safety protocols, and strategies and programs for student and staff and school safety. The key elements in the safety plan include emergency procedures for a wide variety of events, important phone numbers, and roles and responsibilities of the staff. Our school safety plan includes training from the Coalition for Safe Schools and Communities, San Mateo County in "The Big Five" which provides comprehensive school emergency guidelines and immediate action response procedures. The school has an emergency alert radio; this system is tested weekly. El Granada has emergency medical supplies such as Epipens and an automated external defibrillator (AED), on site for emergency use. All staff are trained on basic emergency protocols (choking, allergic reactions, the use of the AED and other basic emergency situations). Staff is offered CPR, cardiopulmonary resuscitation, training annually. All visitors are required to check in at the office. All Staff wear ID badges.

Interpersonal skills are addressed through comprehensive classroom management systems that focus on respect for selves, others and property. Second Step anti-bully curriculum is being implemented across all grade levels. El Granada Elementary School continues to develop and implement a framework for School Wide Positive Behavioral Interventions and Supports (SW-PBIS): A systemic approach to proactive school wide behavior. Expansion of the District's School Link Services program is providing additional social and emotional health supports for students and families and social and emotional learning training for teachers. This is based on the three branch model of social and emotional learning: prevention, intervention and education. These efforts ensure that El Granada maintains a safe, respectful, compassionate school climate to meet the varying social, emotional and academic needs of our students.

## 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	18	1	3		15	3	3		20	1	3	
1	24		2		24		2		24		3	
2	23		3		24		2		21	1	1	
3	22		3		23		3		16	2	2	
4	31		2		30		2		22	1	1	1
5	26	1	3		26	1	1	1	21	2	1	1
Other**	12	1			10	1						

\*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*	.0

\*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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5
Other	.5

\*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	\$6,512	\$2,520	\$3,991	\$66,040
District	N/A	N/A	\$4,814	
Percent Difference - School Site and District	N/A	N/A	-18.7	-3.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-61.2	-9.9

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)

El Granada is a Title I school and receives Title I funds which are allocated through the School Site Council. The School Site Council reviews site data for target student groups and develops goals and plans associated expenditures for activities, tasks and resources needed to support and assist students academically, socially and emotionally. El Granada also receives Title III funds which the School Site Council also allocates for specific student populations mainly in the area of parent engagement and professional development as well as supplementary resources for English Language Development.

In addition, El Granada Elementary School receives services in speech and language therapy, special education, and counseling. School-Linked Services provides support for families in regard to social and emotional health services as well as parent education. Centralized Services are also provided to support the school's needs in business, personnel, and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,208
Mid-Range Teacher Salary		\$72,218
Highest Teacher Salary		\$92,742
Average Principal Salary (Elementary)		\$134,864
Average Principal Salary (Middle)		\$118,220
Average Principal Salary (High)		\$127,356
Superintendent Salary		\$186,823
Percent of Budget for Teacher Salaries	32%	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	6	6	6

At El Granada Elementary teachers work in collaborative grade level groups and across grade level groups to develop units of study in Reading, Writing, Math and ELD. This provides our students with a coherent, consistent academic program throughout their attendance at El Granada. Teachers also examine student work to determine learning goals, develop units of study, and analyze effective teaching practice. This collaborative approach to teaching and learning also ensures that students' full range of academic, social and emotional needs are met.

El Granada's Leadership Team's primary focus areas are student achievement, curriculum, instruction, school climate and developing teacher leadership. This team sets our collaboration calendar, determines area of need with respect to professional development, and schedules supplemental professional development opportunities for teachers and staff. The professional development plan, collaboration calendar, and supplemental training are based on the site specific, job embedded needs of our staff. El Granada has implemented several different structures to provide teachers with opportunities to collaborate and learn from one another. This includes yearly data conferences, innovative workshops exploring effective strategies for building resilience in children to meet their social-emotional needs and peer visitations. The El Granada staff partners with their elementary colleagues at other sites to articulate the implementation of Multi-Tiered Systems of Support (MTSS).

El Granada's School Site Council provides opportunities for teachers to engage in professional development to enhance their individual needs and interests in the areas of literacy and math.

#### Early Release Days for Collaboration and Professional Development:

Cabrillo Unified School District has dedicated a block of time every week for an afternoon of teacher collaboration. At El Granada Elementary School every Tuesday is an early release day. Students are dismissed at 1:15 p.m. Teachers meet in grade level groups around topics determined by the Leadership Team. Topics could include unit planning, examination of student work, or examination of teacher practice and strategies. Teachers may also engage activities such as goal setting for student learning, reviewing student work and assessment results using protocols, and aligning best teaching practices to support our curricular programs. This is an invaluable part of our professional development as reflective adult learners. Collaboration time is built into the teacher work day, which helps drive our instruction and meet student needs.