Crescent 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)

Entity	Contact Information
School Name	Crescent Elementary School
Street	1001 Anderson Drive
City, State, Zip	Suisun CA, 94585
Phone Number	(707) 435-2771
Principal	Jodie Phan, Principal
Email Address	jodiep@fsusd.org
Website	www.fsusd.org
County-District-School (CDS) Code	48-70540-6051106

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

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

Crescent Elementary, home of the Crescent Stars, is a TK-5 Leader in Me elementary school with an average enrollment of 610 students. Crescent is home to three Special Education Transition to Academic Program (TAP) classes and a SCIL Preschool Class with a total enrollment of 30 students. The school serves a diverse population that includes the following Achievement Groups: African American, American Indian, Hispanics, Caucasian, Filipino, Asian, Native Hawaiian/Pacific-Islander students, Two or More Races, English Learners and Students with Disabilities. The cultural diversity of the students is celebrated and viewed as an opportunity to learn more about other people and traditions. Every child is treasured and seen as unique with special qualities and attributes. Students are continually encouraged to do their best in a safe, positive learning environment. Crescent is fortunate to have an active and involved parent community. Parents are viewed as partners in the educational process and are encouraged to participate in the school to the extent they are able. The instructional program is designed with the goal of each child reaching the new, rigorous grade level Common Core State Standards. Our standards-based instruction and the use of research validated best practice strategies ensures that students are actively engaged in the learning process and are developing into reflective, critical thinkers who are leaders and can collaborate with both students and adults. Expectations for student achievement are high. Student progress is continually monitored through the use of frequent formative assessments. The results are used to drive instruction and develop interventions to meet individual needs. Crescent Elementary is a student-centered, professional learning community. The staff works collaboratively in teams to analyze data and to discuss best instructional practices to enhance student academic success. The school's mission is to insure that all students have rigorous instruction to be able to achieve at high levels and thrive in a safe and supportive school community, and specifically to:

- provide a standards based instructional program designed for student mastery of the content standards.

- create a Leader In Me school community.

- monitor student learning through the use of frequently collected data.

- provide differentiated interventions and enrichment opportunities including Science to support academic growth.

- insure a culture of collaboration, learning and continuous growth that utilizes research validated best practices.

- foster positive relationships with our parents and school community and encourage active involvement in the school.

- use technology to enhance student learning and to provide greater access to the core curriculum.

- celebrate and respect cultural diversity.

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

Grade Level	Number of Students
Kindergarten	116
Grade 1	102
Grade 2	103
Grade 3	100
Grade 4	93
Grade 5	93
Total Enrollment	607

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	14.2
American Indian or Alaska Native	0.5
Asian	6.3
Filipino	9.4
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	1.5
White	13.8
Two or More Races	13.8
Socioeconomically Disadvantaged	60.6
English Learners	15.7
Students with Disabilities	11.2
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	31	29	28	882
Without Full Credential	3	2	3	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

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	2
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: January 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837		0%
Mathematics	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837		0%
Science	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837		0%
Foreign Language			0%
Health	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at:http://www.fsusd.org//Domain/837		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

Crescent is one of the newer schools in the District, built in 2004. In 2018, the site received all new LED interior and exterior lighting fixtures and the exterior of the entire school was painted. No necessary improvements were identified on the Facility Inspection Tool (FIT).

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: SEPTEMBER 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good Poor	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior of entire school was freshly painted during summer break 2018
Overall Rating	Good	

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)	46	49	44	45	50	50
Mathematics (grades 3-8 and 11)	35	40	32	33	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	284	283	99.65	0.35	48.76
Male	146	146	100.00	0.00	41.78
Female	138	137	99.28	0.72	56.20
Black or African American	51	51	100.00	0.00	39.22
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	63.64
Filipino	21	21	100.00	0.00	76.19
Hispanic or Latino	114	114	100.00	0.00	42.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	45	100.00	0.00	48.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	38	38	100.00	0.00	60.53
Socioeconomically Disadvantaged	189	188	99.47	0.53	42.55
English Learners	62	61	98.39	1.61	40.98
Students with Disabilities	38	38	100.00	0.00	5.26
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	284	284	100.00	0.00	40.49
Male	146	146	100.00	0.00	38.36
Female	138	138	100.00	0.00	42.75
Black or African American	51	51	100.00	0.00	25.49
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Filipino	21	21	100.00	0.00	66.67
Hispanic or Latino	114	114	100.00	0.00	35.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	45	100.00	0.00	51.11
Two or More Races	38	38	100.00	0.00	39.47
Socioeconomically Disadvantaged	189	189	100.00	0.00	33.86
English Learners	62	62	100.00	0.00	37.10
Students with Disabilities	38	38	100.00	0.00	13.16
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	25.8	18.3	18.3

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)

Crescent Elementary offers a number of exciting and meaningful opportunities for parents to enrich the educational experience for the Crescent family. The Partnership for Educational Progress (PEP) program is an educational option available to all K-3 students in the Fairfield-Suisun Unified School District. The program, which was established in 1989, meets all district and state curriculum standards while providing a unique and engaging learning environment with small group learning, and active parent participation on a weekly basis. Many primary classrooms host Books with Parents, an event which is an opportunity for parents to read with students in the classroom. The school sponsors choral concerts and theater productions, Walk and Roll to school, a Bike Rodeo, Cruzin' Out, Leader In Me Family Nights and a Boosterthon Fun Run. PTA sponsored events including: Teacher Appreciation Luncheons, Trunk or Treat, and Science Camp Fundraisers and Family Science Night and Comic-Con. Crescent offers field trips and class performances that were greatly enriched by parent participation. The PTA sponsors a number of fundraising events that parents have continued to serve a vital role in supporting the school every year. Additionally, parents are welcomed as volunteers in the classrooms. Students have increased opportunities to grow and blossom when parents are able to come into the classroom and assist in the learning process.

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
Suspensions	2.2	0.6	1.7	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. The Safety Plan was last approved on December 5, 2018 by the School Site Council, is in the process of undergoing another review, and will be approved for 2019-20 in February, 2020. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

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	5		23	1	4		20	3	3	
1	24		4		27		4		26		3	
2	25		4		21	1	4		21	1	5	
3	27		4		23		4		24		4	
4	27		3		33			3	31		3	
5	26	1	4		24	1	3		24	1	3	
6	1	1										
Other**	5	1			7	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)	.2
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	2.0

*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.

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	$5,799.95	$566.26	$5,233.68	$69,152.26
District	N/A	N/A	$5,348.30	$65,688.79
Percent Difference - School Site and District	N/A	N/A	-2.2	5.1
State	N/A	N/A	$7125	$80764
Percent Difference - School Site and State	N/A	N/A	-30.6	-15.5

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)

Crescent receives funds from the District General Fund, and State Supplemental Concentration Grant and site based fundraising. Crescent offers intervention programs for students who are English learners as well as those who are performing below proficient levels. These opportunities are available in an after-school model where the students were invited to attend three days per week for a period of time for extra support with a credentialed teacher. Crescent also provides literacy group intervention during the school day, for the first grade. This service is provided by Kindergarten teachers during their non-classroom teaching but allowable student contact time. The site offers social emotional learning groups led by the School Psychologist and a contracted Counselor from the Solano County Office of Education. The district contributes funds for .6 FTE of a a Mindfulness Coach Position for one semester. These coaches work with students using the Mind Up Curriculum.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,649	$48,612
Mid-Range Teacher Salary	$71,626	$74,676
Highest Teacher Salary	$89,805	$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$113,400	$125,830
Average Principal Salary (Middle)	$116,344	$131,167
Average Principal Salary (High)	$128,066	$144,822
Superintendent Salary	$248,393	$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	5%

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	5	5	20

Every year teachers and support staff receive one staff development day prior to the beginning of the school year. Additional staff development is provided at least once a month for two hours. Many teachers attend additional workshops over the year hosted by various departments in the district. Topics for staff development and workshops are selected based on district goals, school wide initiatives, and needs assessed through analysis of data from assessments. Data reflecting discipline referrals, attendance, parent engagement and parental input is also assessed and analyzed. The PBIS team has led the school in implementing tiered interventions based on discipline, academic, and attendance data. Prevention strategies and procedures are routinely developed for school routines, and reflect on effective classroom management practices. In 2017 Crescent became a Leader in Me School in partnership with Franklin Covey. The 7 Habits of Highly Effective Leaders are taught to students as the foundation for leadership development. Teachers participate in ongoing coaching and training on the implementation the 7 Habits, Empowering Instruction, and the use of Leadership Notebooks in the classroom. Staff continues to dedicate professional development on the study of best practices in teaching English Learners during integrated and designated ELD/ELA instructional time. Lesson design and academic conversations are a focus in the classroom as an essential component of high yield instructional strategies. Staff continue to work in a Professional Learning Community model to collaborate, conduct data analysis, and review formative assessments. All teachers are trained in effective teaching strategies such as foundational skills (K-2nd grade), small group instruction, academic conversations, and student engagement. Focused monthly classroom observations are completed by the administration with a focus on these areas. The data is shared with the staff.