Elderberry 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	Elderberry Elementary School
Street	950 N. Elderberry Ave
City, State, Zip	Ontario, CA 91762
Phone Number	909-472-3982
Principal	Alicia Brewer
Email Address	alicia.brewer@omsd.net
Website	www.omsd.net
County-District-School (CDS) Code	3667819-6036248

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

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

Elderberry School is located in the city of Ontario and has been educating the children of the community for over 60 years. Elderberry has approximately 730 Transitional Kindergarten through sixth-grade students in a traditional year calendar. We have a diverse population with several different ethnic groups and languages represented. Elderberry is a focused, effective and enthusiastic learning school community. In the 2018-2019 school year, we were recognized as a Gold PBIS school for the third year in a row. We were also recognized as a USDA Healthier US School Gold Level. In the 2015-2016 school year, we were recognized as a Gold Ribbon School. We were recognized as a California Distinguished School and received the Title One Closing the Achievement Gap Award in 2009-10 and again in 2010-11.

Our motto is: Be a Champion! This motto ties directly to our PBIS school-wide expectations of Elderberry Champions are respectful, responsible, honest and strive for academic excellence. We work on ways to be a champion for ourselves and the people around us. Students work hard and strive for academic excellence. Students are ultimately preparing for high school, college and beyond. We pride ourselves in setting high academic standards for all students while meeting each child's individual needs in a nurturing and supportive learning environment. Together, the Elderberry staff and the entire school community is committed that all students receive a world-class education.

We believe a school is a place where students w ant to be and it is our duty to make learning exciting and engaging for them. All students are held to high academic standards by teachers who believe every child will be successful. Student success is closely monitored through site, district, and state level assessments. This assessment data is used during site and grade level collaboration to plan for and guide instruction. Each student is monitored meticulously for academic growth by an effective team of teachers, Data Coach, Intervention Teacher, Elementary Administrator and Principal. Instruction is adjusted based on individual and specific student needs approximately every six weeks. Indeed, the Elderberry School community goes above and beyond to meet the needs of all students to ensure academic success.

Mission Statement
Whatever it takes, our school staff and community guarantee our commitment to the highest quality education and developing a well-rounded student.

Goals and Objectives
All students within the Elderberry learning community will achieve identified standards in reading, language arts, and math as assessed by multiple measures throughout the year.

All students within the Elderberry learning community will demonstrate growth in English Language Proficiency as assessed by multiple measures throughout the year.

All students within the Elderberry learning community will demonstrate PBIS behavior expectations introduced throughout the year to help mold the whole child.

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	88
Grade 2	115
Grade 3	121
Grade 4	100
Grade 5	117
Grade 6	85
Total Enrollment	736

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	1.4
Asian	1.9
Filipino	0.4
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.1
White	4.1
Two or More Races	0.5
Socioeconomically Disadvantaged	90.8
English Learners	26.8
Students with Disabilities	8
Foster Youth	0.7
Homeless	13.9

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	30	31	31	963
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The OMSD Board of Education has adopted cleaning standards for all schools. Elderberry Elementary proudly exceeds the adopted standards by ensuring and maintaining a clean and safe campus. All facilities are in good working order. OMSD Operations, site administration, and custodial staff collaborate to develop cleaning schedules and procedures that guarantee all classrooms, offices, and restrooms are cleaned daily. In addition, the Head Custodian regularly checks restrooms throughout the school day. Staff and students work together to maintain a clean and orderly school.

The district takes great efforts to ensure that all schools are clean, safe and functional. The custodial staff and District Operations Department make certain that all necessary upkeep and repairs are attended to on a regular basis or in a timely manner when needed. A work order process is used to ensure efficient service; emergency repairs are given the highest priority.The Operations Department conducts an in-depth annual evaluation of each school to determine the condition of the facilities and identify maintenance needs. The district uses a facility survey, developed by the State of California Office of Public School Construction, to gather the information. Upon completion of the survey, the information is shared with the administration and work orders are submitted. The results of this survey are available at the school or district office. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Elderberry was not required to have a William's inspection this year. The most recent visit by the Ontario-Montclair School District was on October 22, 2019. The school received an overall rating of Exemplary at 98.66%. Elderberry Elementary is proud to have met the expectations of the evaluation in all areas.

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: October 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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	47	50	43	44	50	50
Mathematics (grades 3-8 and 11)	39	52	31	36	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	417	412	98.80	1.20	50.00
Male	230	226	98.26	1.74	49.12
Female	187	186	99.47	0.53	51.08
Black or African American	11	11	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Filipino	--	--	--	--	--
Hispanic or Latino	366	361	98.63	1.37	47.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	73.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	379	377	99.47	0.53	49.07
English Learners	176	172	97.73	2.27	40.70
Students with Disabilities	57	57	100.00	0.00	22.81
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	54	53	98.15	1.85	41.51

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	416	413	99.28	0.72	51.57
Male	230	227	98.70	1.30	51.98
Female	186	186	100.00	0.00	51.08
Black or African American	11	11	100.00	0.00	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Filipino	--	--	--	--	--
Hispanic or Latino	365	362	99.18	0.82	49.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	73.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	378	376	99.47	0.53	51.33
English Learners	176	174	98.86	1.14	42.53
Students with Disabilities	57	57	100.00	0.00	26.32
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	54	54	100.00	0.00	38.89

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	23.5	25.2	13.9

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)

Parental involvement is a critical factor in promoting student achievement and has been instrumental in Elderberry's success. Parents and teachers stay in constant contact with each other and also attend conferences to discuss in depth the students' progress twice a year. Parents also volunteer their time in classrooms, on field trips, and provide a variety of support services for school functions.

Parents are also actively involved in:

- Elderberry's School Site Council - SSC
- Site English Learner Parent Advisory Committee - SELPAC
- GATE parent meetings/ Special Education parent meetings
- Back to School Night/ Open House
- Parent education workshops based on the specific needs of the parents
- District English Learners Parent Advisory Committee
- District Advisory Council
- District Parent/ DELPAC workshops.
- Student recognition assemblies
- Student Study Team
- Volunteer in the classrooms
- Fundraising activities
- Spring Festival
- Grade Level Parent Meetings

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	1.5	0.7	0.2	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	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)

Elderberry's safety plan is reviewed and updated at the beginning of each academic year. On August 5, 2019, the staff reviewed and received an updated copy of the safety plan in the school handbook. The plan outlines active shooter, emergency attendance forms, emergency response team members, fire, and earthquake drill procedures. This year, staff, students, and parents will receive an updated, district-wide active shooter training. Monthly drills offer staff and students the opportunity to practice and become comfortable with procedures in the event of an emergency. In addition, the emergency procedures are reviewed during the year so the staff and students are prepared and understand their roles during a disaster. Practice and review of our emergency procedures enable our efficient and immediate response during monthly scheduled and unscheduled drills. Parents are informed of drills and procedures practiced by staff and students at parent meetings during the school year.

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	26		5		24		5		22	1	4	
1	25		5		26		4		22		4	
2	26		4		25		5		23		5	
3	25		5		24		4		20	1	5	
4	27		3		28		4		32		2	1
5	30		4		28		3		28		4	
6	28	1	3	1	25	1	4		23	1	3	
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*	.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	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	$6225.0	$755.0	$5470.0	$83130.0
District	N/A	N/A	$1608.0	$87,821.00
Percent Difference - School Site and District	N/A	N/A	109.1	-5.5
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-31.4	0.6

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)

The data coach works with teachers to provide the best first instruction through coaching and planning. All assessments and data are monitored as well. The intervention teacher works with targeted groups of students throughout the day to provide reading and math instruction and intervention. She also assists teachers in intervention documentation and parents meetings to support student progress and interventions. The User Support Tech works with students in the library and computer lab. She matches them with appropriate materials and provides technology instruction. Online learning programs help strengthen student skills.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,733	$45,741
Mid-Range Teacher Salary	$83,119	$81,840
Highest Teacher Salary	$100,254	$102,065
Average Principal Salary (Elementary)	$132,145	$129,221
Average Principal Salary (Middle)	$134,622	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$289,542	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	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	50	50	50

OMSD offers research-based, on-going professional development for certificated, classified and management employees aligned with the district's long-term goals. Professional development is conducted within the context of continuous improvement to ensure increasing student achievement and the social-emotional wellbeing of every student. It is designed to help employees enhance their know ledge and develop important skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Learning Support Services and Technology departments. The focus of all professional development is based on the instructional and management needs that are identified and prioritized through the use of Professional Learning Communities. The needs are defined in the goals of our district and school plan.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, and classroom management. Some of the pieces of training include curriculum implementation, classroom management, risk management, leadership development, job-specific mandated training for classified positions and district-wide training in regards to the Common Core State Standards and corresponding materials, strategies and resources for use in the classroom. Technology is another important area for OMSD professional development. District level professional development includes state programs such as; the Induction Program for New Teachers and Peer Assistance and Review (PAR). OMSD offers training to support classroom instruction in all curricular areas. Coaches, Teachers On Assignment (TOA) and Resource Specialists are trained by the district to provide ongoing support at each site to ensure effective implementation and continuity throughout the district. Spotlight classrooms offer opportunities for teachers to visit and observe model classrooms and implementation of strategies. Site initiatives also include the development of vocabulary and academic language.

Elderberry Elementary School maintains a focus on student learning through effective instruction and the highest levels of student engagement. This is achieved through constant alignment of instruction based on student data. Staff development is also focused on implementation of adoptions. Grade levels collaborate with the data coach and administration regularly including planning days every six weeks devoted to the analysis of standards-based assessment data and planning of instruction. The Data Coach plays a critical role in supporting teachers. Coaching cycles are used to support new teachers and teachers seeking to improve their instruction. New teachers and grade levels meet with the Instructional Coach continually for on-going development. Site administrators conduct regular walkthroughs, provide feedback and work closely with the Coach and grade level teams to enhance professional practices.

Staff meetings are also devoted to reviewing the most current school-wide data, identifying areas of strength and weakness, previewing the next standards taught and identifying engagement strategies in order for students to be active participants in their own learning. Effective collaboration and staff development have been fundamental to increasing student achievement and academic success for the Elderberry School Family.