



Coronado Unified School District Board Report
Village Elementary
October 19, 2017

Current Student Demographics for 2017-18
() indicates 16/17

Number of Students	Identifiers
(803) 786	TK-5 students currently enrolled
(84) 168	New students - 21%
(65) 46	English Learners 46, IFEP 23, RFEP 18 - 11%
(222) 227	Military dependent - 29%
(105) 96	Special education -12%
(1) 3	Intra-district
(71) 83	Inter-district -11%

New Staff for 2017-18

Seven Certificated Employees
Nine Classified Employees

Eight Certificated and Classified Staff received Longevity Pins
One Certificated Staff member received tenure

Support for New Staff

Emergency Drill/Disaster Preparedness Training
Special Education Training
Curriculum Training
Assessment Training
Professional Development opportunities (Site, District, County)
SST Process/Multi-Tiered Systems of Support
Harassment/Discrimination Prevention Training (Gender Sensitivity)
Health and Safety Training (Allergies/Epi-Pen/Diabetes, etc.)

Assessment Data

CAASPP SCORES ELA (State)

Met/Exceeded

3rd – 72% 16/17, 67% 15/16 (68% 14/15 Baseline)

4th – 61% 16/17, 65% 15/16 (73% 14/15 Baseline)

5th – 69% 16/17, 83% 15/16 (67% 14/15 Baseline)

CAASPP SCORES MATH (State)

Met/Exceeded

3rd – 79% 16/17, 74% 15/16 (72% 14/15 Baseline)

4th – 66% 16/17, 59% 15/16 (74% 14/15 Baseline)

5th – 52% 16/17, 71% 15/16 (58% 14/15 Baseline)

CST Science

5th – 74% (64B)

Development Reading Assessment Version 2 (Local assessment)

	Spring 2015	Spring 2016
Gr 2	81% met or exceeded Level 28	54% met or exceeded Level 30
Gr 3	71% met or exceeded Level 38	52% met or exceeded Level 40
Gr 4	87% met or exceeded Level 40	78% met or exceeded Level 50

Next steps based on data analysis:

- PLC meetings to drill down data from CAASPP results
- TOSA support (curriculum pacing/planning, data review and discussions)
- Develop assessment protocol for new students arriving throughout the year
- Professional Development (Joint and Site) focused on Writing, Math, NGSS, VAPA through a more integrated approach
- Learning Department support to provide feedback on Effective Instructional Strategies for the classroom
- Special Education students learning goals (foundational, intense goal work in Math and ELA)
- Special Education student support during MAP and CAASPP testing windows (optimal testing environments with appropriate modifications and accommodations)
- Provide daily pull-out small group intervention for students in Math and Reading

VES Learning Lab (MATH)

Student Growth 16/17

M3 Identified - Learning Lab			
Grade	Growth	Total	% Growth
5	16	22	73%
4	5	20	25%
3	7	20	35%
2	8	10	80%
Total	36	72	50%

DoDEA Project M3									
Identification Criteria:									
Grades Kinder - 2: NWEA/MAP - Math, Below 50th Percentile									
Grades 3-5: NWEA/MAP - Math, Below 50th Percentile AND CAASPP - Math, Level 1 or 2									
Exit Criteria:									
Grades Kinder - 2: NWEA/MAP - Math, ABOVE 50th Percentile									
Grades 3-5: NWEA/MAP - Math, ABOVE 50th Percentile OR CAASPP - Math, Level 1 or 2									

August 2017 qualifying students based on Spring 16/17 MAP and CASSP data.

2017-2018 Grade	# of Students Identified Based on spring 16/17 data
5	45
4	23
3	15
2	34
1	28
K	N/A
Total	145

Learning Lab teachers work together with classroom teachers to create a PEP goal in Math for each qualifying student. The Learning Lab teachers will use direct instruction to target goals identified in student PEPs.

Fountas and Pinnell Leveled Literacy Intervention (LLI) (Reading)

Currently there are 12 Kindergarteners, 10 first graders and 21 second graders receiving this intensive reading intervention daily.

Village Elementary English Learner Facts

25 new students to Village Elementary indicated another language on the Home Language Survey and were given the CELDT in September of 2017 to help us determine if they qualify for ELD services this 2017-2018 school year. **19** of these students were determined to be English learners.

Reclassified Students

18 students total are reclassified as fully English Proficient (RFEP). These students will be monitored for the next four years to ensure achievement at grade level. Services will be provided, if needed.

7 students total were reclassified as fully English Proficient (RFEP) during the 2016-2017 school year. 4 remain at Village this school year. Students will be monitored for the next four years to ensure achievement at grade level. Services will be provided, if needed.

7 students were reclassified as fully English proficient (RFEP) during the spring of 2015-2016 school year (that still remain at Village). We are continuing to track/monitor their academic progress with their classroom teacher to ensure ALL academic areas continue to be met at grade level or above.

Key issues / Themes

- Multi-Tiered System of Support Plan (Continuum of services/support)
- Monthly Intervention Team Meetings (Math and Reading)
- Attendance Focused – Monthly awards for best attendance at each grade level
- Student Success Team Meeting days
- Co-teaching Committee
- Focus on Integration of various subjects throughout the learning day
- Social/Emotional Curriculum for students in Grades 1-5

Celebration

- Co-teaching Appropriate Inclusion Program (schoolwide grade level math blocks)
- New Special Education Staff
- Expanded Reading Intervention Program at Village ECDC (Kindergarten) to mirror Village Main
- Project Based Learning (PBL) account for all teachers – www.pblproject.com
- Two 3-D printers (1 in 5th grade and 1 in Science Lab) (Thanks PTO)
- Genius Hour
- Thrively