



Silver Strand Elementary School

Coronado Unified School District Board Report

January 18, 2018

Demographics

Number of Students	Identifiers
302 (includes 24 preschool students)	Preschool – 5 th grade currently enrolled Preschool program – Twenty-four (24) students funded via State. QPI San Diego First Five Program supports all 24 students via a stipend per session (year).
47 + 2 (pending)	New students (15.4%) 47 students were new (start of school year). Two (2) students are pending at this time.
21	Exiting students (6.89%) - withdrawals from school since beginning of year.
221	Military Dependent (72.46%). Changes to military housing this school year have had a significant impact on our student numbers. Military housing project will continue through the 2018-19 school year.
47 + 7 (pending)	Special Education (15.41%) – current (grades TK-5). (2.3%) – with pending IEP's
2	Intradistrict (.65%)
58	Interdistrict (12.13%)

New Staff for 2017-18

Two (2) Certificated employees

Eight (8) Classified employees

One (1) Certificated staff member received a Longevity Pin

One (1) Certificated staff member received tenure

Support for New Staff

Special Education Training

Emergency Drill Training / Practice

Curriculum Training

Assessment Training

Harassment / Discrimination / Gender Awareness / Prevention Training

Health and Safety Training (allergies, Epi pen, and diabetes)

Professional Development opportunities (district, site, and county)

SST Process / Multi-Tiered Systems of Support

PBIS Professional Development

Sanford Harmony / Inspire Training (upcoming)

Assessment Data

CAASPP SCORES - ELA (State)	(B = Baseline Year)
Met/Exceeded	
3 rd - 75% 16/17 59% 15/16 (71% 14/15 Baseline)	
4 th - 58% 16/17 71% 15/16 (65% 14/15 Baseline)	
5 th - 77% 16/17 72% 15/16 (75% 14/15 Baseline)	
CAASPP SCORES – MATH (State)	
Met/Exceeded	
3 rd - 68% 16/17 68% 15/16 (68% 14/15 Baseline)	
4 th - 62% 16/17 75% 15/16 (63% 14/15 Baseline)	
5 th - 64% 16/17 64% 15/16 (49% 14/15 Baseline)	
CST – Science – Transition to NGSS	
5 th – 84% 15/16 (95% Baseline 14/15) – 2017-18 Second year of NGSS pilot testing	

Developmental Reading Assessment – Version 2 (Local Assessment)

	DRA Spring 2016	DRA Spring 2017
1 st Grade	40% met or exceeded DRA 16 NF	48% met or exceeded DRA 16 NF
2 nd Grade	22% met or exceeded DRA 30 F	23% met or exceeded DRA 30 F

3 rd Grade	46% met or exceeded DRA 40 NF	35% met or exceeded DRA 40 NF
4 th Grade	67% met or exceeded DRA 50 NF	45% met or exceeded DRA 50 NF
5 th Grade	56% met or exceeded DRA 60 F	51% met or exceeded DRA 60 NF

Next Steps Based on Data Analysis

- Continued monthly articulation and grade level meetings to discuss student progress and ways to best meet students' needs (continuous student movement between groups)
- Continued collaboration between all teachers (ASE, ELD, and Specials teachers included) and school counselor and MFLC for both existing and new student success
- PLC meeting(s) to examine increases and decreases in scores and next steps
- Continued TOSA support (curriculum planning and pacing, data review, materials and teaching support)
- Strategies implemented via counseling/MFLC department to support students
- Continued professional development opportunities focused on writing, math, NGSS, integrated arts, and social/emotional curriculum
- Professional development focused on Writing, Math, NGSS, and ELD instruction.
- Special Education team collaboration and support with new staff members in order to have a smooth functioning team who are best meeting SPED student needs
- Continued support for teachers with ELD students and collaborative time between regular classroom teachers and ELD teacher
- Continued daily support for students who need reading, writing, and math support

DoDEA Project M3

Identification Criteria:

Grades Kindergarten – 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 Kindergarten – 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 2016/17 MAP and CAASPP data:

2017-2018 Grade	# of Students Identified (based on spring 2016/2017 data)
5	14
4	23
3	13
2	11
1	24
K	18
Total	85

Academic Support and Enrichment teachers collaborate with regular classroom teachers to establish PEP goals. An individualized PEP goal in Math is created for each M3 qualifying student. ASE teachers and regular classroom teachers use direct instruction to target specific student goals identified in each student's PEP. Academic Support and Enrichment groups are fluid in nature and are adjusted as needed based upon student needs. PEP goals for qualifying M3 students are established early in the school year and continue until benchmarks are met.

Silver Strand Elementary English Learner Facts

Four (4) new students to Silver Strand Elementary indicated another language on the Home Language Survey and were given the CELDT in September of 2017 to help determine if they qualify for ELD services during the 2017-18 school year. Three (3) of these students were determined to be English learners. Silver Strand currently has eleven English Language Learners receiving services (K-5). Two (2) new students just arrived on January 8, 2017 and are currently being assessed using the CELDT exam.

Reclassified Students

Six (6) students were reclassified as fully English proficient (RFEP) during the 2016-17 school year. These students remain at Silver Strand this school year (2017-18). Their academic progress is being monitored and will be tracked for the next four years to ensure grade level achievement. Support services will be provided as may be needed.

Key Issues / Themes

- Class sizes smaller (except in 5th grade) due to Lincoln Military Housing Project.
- Newer teachers in both Kindergarten and in fourth grade.
- Continuing changes this year with front office staff being new and a new Special Education teacher and a new VAPA teacher
- Arts Integration (discrete and Integrated arts)

- Year one (primary grades) and year two (intermediate grades) for NGSS implementation and FOSS science kits and training
- Monthly articulation/PLC time to discuss students' needs and progress
- Sanford Harmony – Social/Emotional Curriculum for students in grades 1-5
- Implementation of more complete Student Study Team process (SST and Beyond – ties into SEIS system)
- Continued Multi-Tiered System of Support (i.e. ASE group instruction, SST process, counseling/MFLC support, etc.)
- Attendance and Accountability – Daily phone calls, monthly letters, SART level interventions, and positive incentives (i.e. extra recess for primary and intermediate class with best monthly attendance)
- PBIS implementation and positive behavioral incentives – Voyager Way blue slips and Catch 'em Being Good certificates / prizes

Areas of Pride and Celebration

- Improved parent and teacher notification and confirmation of meetings and adequate time for teachers to complete IEP related paperwork
- PBIS implementation and staff collaborative efforts to support and hold students accountable (team mentality with a positive, “can do” spirit)
- Opportunities/time for Strand counselor and MFLC to work with students
- “Gift of time” opportunities for teachers – teachers have been given time to work together and/or to work independently as well as to attend PD opportunities
- Teacher created PEP plans for themselves as individuals or with teammates
- New working printer in teacher workroom – YEAH!!!
- Continued sense of team and overall collaboration (i.e. staff unity fostered via weekly team meetings and monthly birthday breakfasts, potluck lunches, and outside of school get togethers).
- New special education staff – workload better spread across two teachers.
- Family friendly atmosphere – many opportunities for families to be involved (i.e. special parent lunches, classroom volunteers, EAR program, and PTO events). Success with maintaining a positive working relationship with PTO (despite considerable PTO changes in members this year).
- Positive relationships and collaboration between school staff and PTO and outside entities (i.e. Military Rec Center, Coronado SAFE, Coronado Police Dept., CSF, etc.).
- Small group interventions (Math and ELA) and ongoing support for students' academic progress.
- ELD instruction and support/collaboration among regular classroom teachers and ELD teacher.
- PE program and specials programs offer students exemplary opportunities not available in other places. SPARKS Program (PD opportunity) being fully implemented.
- Collaborative culture between school counselor and MFLC. Individual, small group, or whole class group sessions offered. Military connections room and Operation BIGS and PALS programs offered.
- Reinstatement of the Jr. Achievement Program. Local community members involved.

- Many enrichment clubs now offered (i.e. chess, cooking, needlework, yoga, gardening, running club, robotics, golf, coding, junior theater, board game club, and Mad Science).
- Band and choir – more fully developed and going strong (approximately 25 and 30 students in band and choir respectively)
- “First encounters” in office very positive with public and parents.
- Library support and growth to meet changing curricular needs – using funding to support a comprehensive and appropriate library collection for all grade levels. Non-fiction titles added to the overall collection.
- Special celebrations such as Friday flagpole, Military Connections events, and Voyager Way and Catch ‘em Being Good Programs, and positive attendance incentives.
- Existing students are very welcoming of new students (i.e. Ambassador’s Club)
- Peace Patrol helps keep playgrounds safe (non-bullying atmosphere)
- Exploration of STEAM lab opportunities – next steps to follow