



Colorado's Unified Improvement Plan for Schools

COAL CREEK ELEMENTARY SCHOOL UIP 2018-19 | **School:** COAL CREEK ELEMENTARY SCHOOL | **District:** BOULDER VALLEY RE 2 | **Org ID:** 0480 |
School ID: 1725 | **Framework:** Performance Plan: Meets 95% Participation |

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Executive Summary

If We...

INTERVENTIONS: SOCIAL - EMOTIONAL LEARNING NEEDS (SEL)

Description:

Teachers will collaborate to identify needs and create supportive systems for students within the area of SEL.



DATA-BASED PROBLEM SOLVING AND DECISION MAKING

Description:

Teachers will engage in the structured review of student performance and progress by conducting "data cycles" within the area of Literacy/Writing on a trimester basis, with the guidance of a District Literacy Specialist. Information gained from this activity will be used to more accurately plan for instruction and the accurate monitoring of student progress. This effort will be integrated with the school's MTSS process so that consistent information pertaining to student performance and growth may be recorded and reviewed as needed.



COAL CREEK ES LITERACY INSTRUCTIONAL PRACTICES

Description:

The following strategies will be embraced by Coal Creek teachers across the K-5 ELA continuum: *Teachers will utilize "anchor charts" which highlight targeted vocabulary associated with specific lessons and units of study. *Teachers will plan and deliver direct instruction to targeted students and groups germane to the structural analysis of vocabulary. *Teachers will conduct interactive reading and writing demonstrations which are connected to applicable ELA learning objectives. *Teachers will provide students with the opportunity to engage in writing on a daily basis, across the content areas. *Teachers will conduct data cycles on a trimester basis and utilize the information from this activity to plan for targeted instruction associated with the tasks previously listed. *Teachers will plan ELA lessons in accordance with the F&P Prompting Guide/Continuum associated as applicable to their assigned grade level. *Teachers will plan lessons which connect reading, writing, and learning by genre (intermediate level task).



Then we will address...

DECREASE SCHOOL BARRIERS ASSOCIATED WITH SEAL

Description:

Social -Emotional and Academic Learning Administrators within the Boulder Valley School District have encouraged all sites to target an "SEAL" goal for their school communities. This is an important factor for consideration, since a positive and safe educational environment paves the way for all students to be able to access the curriculum and reach optimal levels of learning. Information and trends related to social-emotional learning have been explored formally through the administration and review of student, staff, and parent "climate" surveys and observations made by trained counseling staff, as well as through informal methods, such as feedback from parents and students during PTA events, seminars, and Student Council activities. Teacher insight and feedback are also important contributors to review in order to arrive at a clear picture of the SEAL environment that currently exists as Coal Creek. Based on survey information that was provided by staff and students during the 2017-18 school year, the following information was extracted from VIZLAB and identifies these "barriers" to address in order to improve the social-emotional learning component: Teachers report that there is not enough time to provide SEL instruction within the instructional period (moderate barrier); Parents report that they wight academic instruction more highly than SEL instruction (moderate barrier); Support for students via professional-educational counseling services have been limited within the school (moderate barrier). The staff

understands that our most "at - risk" groups of students are those within the non-white and free and reduced meal band; studies have indicated that this is also the student population which might be most in need of SEL support.



UNIVERSAL INSTRUCTION: ENGLISH LANGUAGE (WRITING AND LITERACY) DEVELOPMENT

Description:

Up until the current academic year, there had been no identified curriculum program in the primary grades associated with the teaching of phonics and helping students to develop phonetic awareness using scientific and systematic instruction. This has changed drastically with the implementation of the new, Fountas and Pinnell Reading Program, which integrates a clear component for the teaching of phonics in Grades K-2. Similarly, the F&P Program provides teachers at all grades a more efficient way to present and teach word recognition and vocabulary development, which is one of our weaknesses evidenced at the intermediate grades. Lack of time dedicated to writing at Grades 4 and 5 in particular, combined with explicit, sequential instruction were two additional causes identified by the staff in need of improvement and under our influence to control. One intermediate teacher provided us with an honest account of only requiring her students to produce writing artifacts on a weekly (at best) rather than daily basis. Additional observations and conversations included a lack of explicit instruction on specific reading skills at the 5th Grade level during the literacy period. Due to our students' strong comprehension skills, teachers may mistakenly assume that students have a more solid understanding of the plethora of effective vocabulary decoding skills than actually exists, and therefore have elected to emphasize "whole group reading and discussion" of stories and novels over small group, targeted instruction associated with the literacy continuum (refer to the F&P program). Staff indicated that they needed to spend more time in the analysis of pre- and post writing samples, and in conferencing with students accordingly on their strengths and weaknesses in accordance with exemplars, anchor charts, etc. Lack of time spent on vertical articulation in regards to students literacy and writing performance with colleagues was identified as another factor of concern. This was especially noted in terms of the MTSS process utilized at the school, and areas for improvement were noted. This point has led us into an examination of our school schedule and the amount of time teachers are dedicating to ELA, and the manner in which they may or may not be effectively integrating writing into science and social studies.



CHALLENGES RELATED TO LIMITED RESOURCES, TIME, AND INTEGRATED SUPPORT FOR SEAL

Description:

The 2017-18 school year saw a major change within this aspect of the elementary school program throughout the District. For the first time, professional/educational counselors were hired and supplied - on a very LIMITED schedule - to each elementary school. At Coal Creek, we shared a 1.0 counselor who was new to the District with two other schools. This averaged out to having the presence of a counseling professional one and a half days per week, over a 36- week period. Though not ideal, this was a start for us, and the individual was able to provide general information on the role of the

counselor to staff, and met with students individually, created a few "groups" around hot topic items (divorce, bullying, etc.), and was available to parents as well. During the 2018-19 school year, BVSD has added additional funding to the elementary counselor initiative. Though we now have another new individual in this role, she has been assigned to Coal Creek for 2.5 days each week, building upon the foundation that was established last year. Our counselor has subsequently provided input and training to staff during faculty meetings on SEL techniques to improve climate, visits all classrooms to provide lessons on topics of interest and need, and has created a more efficient student referral system to help teachers access her services. The counselor is also working closely with the Special Education Team in order to integrate SEL support as appropriate, and she and the school psychologist are helping us to identify and support SEL needs among students in our most vulnerable populations (SPED, minority, and FRM).



Then we will change current trends for students

ENGLISH LANGUAGE ARTS

Description:

In the intermediate grade levels (3, 4, and 5) students continue to exceed Academic Achievement expectations in the area of ELA, as measured by the CMAS and reflected on the 2018 Student Performance Framework. The disaggregated data indicates that students qualifying for free and reduced meals perform below the general population, but are approaching expectations. This phenomenon is not surprising, as socio-economic levels are correlated with overall student performance in school. The school has subsequently engaged in an ongoing MTSS review in order to determine additional avenues of support for these students, both in the area of academics and social-emotional learning. Students formally identified as receiving Special Education services normally do not meet the performance expectations of the general population. This group of students receives receives significant academic intervention and support as a result of their generated Individual Education Plans (IEPs), which are monitored by a certified SPED team to ensure individual goal progress and growth over time. This last area is not measured by the CMAS School Growth Report but rather, is examined on an individual basis using a variety of metrics during the student's annual IEP review. According to iReady data from the spring of 2018 "Performance by Grade Report, 100% of students in Kindergarten were On or Above Level at the time of that assessment window; 89% of First Graders were On or Above Level, and; 89% of Second Graders were On or Above Level. However, the iReady "Needs Analysis" by grade reflected a somewhat different set of challenges (and opportunities for growth) for Coal Creek students for the current school year: 12% of our (incoming) Kindergarten Students were Below the Overall Reading Level; this is compared to 69% of First Graders and 47% of Second Graders. Digging deeper, the data shows that Phonics and/or the recognition of Vocabulary/ High Frequency words are the areas in need of improvement in K-2 grades. In Kindergarten, 62% of students scored Below Level In Phonics and 55% in the area of Vocabulary; 64% of First Graders scored below in Phonics and 62% in High Frequency Words; 50% of Second Graders scored Below Level in Phonics and 51% in Vocabulary. According to this same assessment data, phonics and vocabulary (in isolation) are also the areas of

greatest concern in grades 3 and 4. At grade 5, the area shifts to vocabulary. These findings generally coincided with our focus areas for each grade level last year. This year in addition to explicit instruction, we are having many students use iReady lessons and adding additional lessons in our students main areas of weakness. Retired teachers used in K-5 are also targeting these areas of difficulty for some of our struggling students.



ELA GROWTH

Description:

During the 2016 school year, the all student growth profile for ELA was 35.5, with 4th grade students reflecting a score of 32.0 and 5th grade coming in at 37.0. These growth scores are lower than those reported at both the District and state levels. The SPF rating in ELA for Coal Creek subsequently described all students approaching growth expectations, though those identified within the overall minority population not meeting expectations over time. School personnel engaged in an extensive MTSS review in order to determine additional avenues of support for these students, both in the area of academics and social-emotional learning. 2018 saw a positive change in this trend: teachers implemented several Major Improvement Strategies during the 2017-18 school year which resulted in significant improvement in the area of ELA. Overall student growth moved from 35.0 in 2016 to 50.0 in 2018; at the 5th grade in particular - which was the grade level we were specifically concerned about - student growth moved from 23.0 in 2017 to 50.0 in 2018, a 27-point gain! We saw growth demonstrated accordingly in the disaggregated groups mentioned previously in this report.

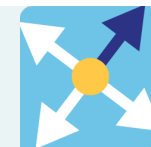


CONTINUED SUPPORT FOR SOCIAL -EMOTIONAL AND ACADEMIC LEARNING

Description:

Administrators within the Boulder Valley School District have encouraged all sites to target an "SEAL" goal for their school communities. This is an important factor for consideration, since a positive and safe educational environment paves the way for all students to be able to access the curriculum and reach optimal levels of learning. Information and trends related to social-emotional learning have been explored formally through the administration and review of student, staff, and parent "climate" surveys and observations made by trained counseling staff, as well as through informal methods, such as feedback from parents and students during PTA events, seminars, and Student Council activities. Teacher insight and feedback are also important contributors to review in order to arrive at a clear picture of the SEAL environment that currently exists as Coal Creek. Based on survey information that was provided by staff and students during the 2017-18 school year, the following information was extracted from VIZLAB and identifies these "barriers" to address in order to improve the social-emotional learning component: Teachers report that there is not enough time to provide SEL instruction within the instructional period (moderate barrier); Parents report that they wight academic instruction more highly than SEL instruction (moderate barrier); Support for

students via professional-educational counseling services have been limited within the school (moderate barrier). The staff understands that our most "at-risk" groups of students are those within the non-white and free and reduced meal band; studies have indicated that this is also the student population which might be most in need of SEL support.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the School

Academic Achievement (Status): Coal Creek students perform at or above the District and state expectations in terms of ACADEMIC ACHIEVEMENT in the area of English Language Arts.

Academic Achievement (Status): In the area of Mathematics, during the 2014-15 school year, 71% of all 3rd grade students met or exceeded achievement expectations as measured by the PARCC; 56% of 4th graders performed in a similar fashion, and 67% of all 5th graders. The following year (2015-16) showed a decrease at the 3rd grade level of 10%, with 61% of students meeting or exceeding expectations. However, the percentages of students increased at the upper grade levels, with 66% of students at the 4th grade showing a 10% gain, and to 70% at grade 5. Coal Creek students continue to exceed expectations compared to both the school district and the state of Colorado. According to our 2016 CDE School Performance Framework, we received a rating of EXCEEDS for all students in the area of Mathematics. Current CMAS data indicates a continuation of exceeding performance based on 2018 test scores, from the 90th% in 2017 to 94% in the current year.

Academic Achievement (Status): In the area of ELA, during the 2014-15 school year, 66% of all students in grades 3, 4, and 5 met or exceeded achievement standards as measured by the PARCC. Results from the spring 2016 state test scores indicated that overall performance decreased by 4%, to 62% of all students in those grades meeting or exceeding expectations. Though lower than the previous year, we did not consider this decrease to be significant, allowing for standard of error. Between the two school years of 2016 and 2017, CMAS results reflected on the School Performance Framework (SPF) indicated Academic Achievement in ELA as follows: the All Student percentile rank was 81 in 2017, increasing to 89 in 2018. Whereas a designation from the state in 2017 was that students were "meeting" performance, that designation changed the following year to "exceeding" performance. Since primary students do not take the state standardized tests, we utilized the iReady Performance and End-of-Year Reports and concentrated on the "overall reading level" data to determine the percentage of students on grade level during the capture periods of May 2018 and August 2018. Kindergarten: 100% of students at grade level (May '18). Aug. '18 Kindergarten class data reflects that 88% of students are on level. First Grade: 89% of students at grade level (May '18). Aug. '18 1st grade class data reflects that 31% of students are on level. Second Grade: 89% of students at grade level (May '17); 74% of students at grade level (May'18). Aug. '18 2nd grade class data reflects that 53% of students are on level. A trend analysis using this information shows that the percentage of students on level decreased between the groups moving from Kindergarten to First Grade and from First to Second Grade between May and August of 2018, which is the summer break. We will monitor student progress two additional times during the school year to mark our progress and intervene as needed in any

areas where depressed student performance is noted. End of the year literacy data reflects strong primary grade level achievement by Coal Creek students following the academic year of instruction. Consequently, our CMAS achievement data in the intermediate grades confirms this pattern, as demonstrated by two different metrics (iReady and the CMAS).

Academic Growth: According to 2015-16 PARCC data, Coal Creek students achieved an overall growth profile rating of 60.0 for all students in the area of mathematics; this is 9 points above that of the BVSD profile of 51.0, and 10 above that of the state, which is considered to be average at 50.0. Specifically, 4th graders reflected a score of 57.0, while 5th graders received an overall score of 63.0. The Colorado School Performance Framework indicated that all students were subsequently meeting expectations in the area of math. CMAS growth report data indicates that overall math performance of Coal Creek students in grades 4 and 5 is well over both the District and State measures: Coal Creek students grew in math from 49.0 in 2017 to 64.0 in 2018, while the District average at this level is 57.0 and the State average is 50.0. Consequently, we hope to maintain and increase growth in this area in the future, but we have not selected math as a goal for improvement this year.

Academic Growth: PARCC data from 2015-16 told a somewhat different story where the area of English Language Arts is concerned; the all student growth profile for this area was 35.5, with 4th grade students reflecting a score of 32.0 and 5th grade coming in at 37.0. These growth scores are lower than those reported at both the District and state levels. The SPF rating in ELA for Coal Creek subsequently describes all students approaching growth expectations. As a consequence to this data, the area of ELA, and specifically literacy development, was targeted as an area of improvement for the following school year. Our teachers implemented several Major Improvement Strategies during the 2017-18 school year which have resulted in significant improvement in the area of ELA. Overall student growth moved from 35.0 in 2016 to 50.0 in 2018; at the 5th grade in particular - which was the grade level we were specifically concerned about - student growth moved from 23.0 in 2017 to 50.0 in 2018, a 27-point gain! We saw growth demonstrated accordingly in the disaggregated groups mentioned previously in this report. The faculty subsequently has made the decision to continue our efforts in the area of ELA, as growth scores currently are 6 points below the BVSD overall target.

Disaggregated Growth: During the 2016 school year, disaggregated CMAS Growth Profile data demonstrated that while all students are approaching the ELA standards, those identified as minority students were not meeting expectations over time. Female students outperformed males overall (44.5 F to 29.0 M), and those eligible for free/reduced meals were on target with the total population of tested students, as were those identified as TAG. There were not enough candidates within the category of students with disabilities or English Language Learners to gain a profile indicator, $n < 20$. It should also be noted that though this data indicates a negative trend, the profile was compiled after only a two year period of time, and does not align with the trend growth data from the period of time when CSAP/TCAP were utilized as the standardized testing instruments. Regardless, school personnel agreed to focus on this area for instructional analysis and improvement for the 2016-17 academic year. According to both the 2017 and 2018 CMAS Growth Reports, the disaggregated data reflected improvements in the above profile. The ELA growth among males increased significantly from 24.5 in 2017 to 50.0 in 2018; growth among females in this area also was impressive, moving from 35.0 to 53.0. The scores of non-English learners increased 20 points, from 30.0 to 50.0. The scores of minority students grew from 22.0 to 55.5. Our fifth graders overall grew from 23.0 to 50.0. We have been most pleased with this information, and though Coal Creek is now back on level (and slightly exceeding among some groups) in terms of ELA growth as compared to the state, there is still work to be done in terms of our comparison to BVSD scores

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Coal Creek Elementary School, located in Louisville, Colorado, is part of the greater Boulder Valley School District. Our faculty of approximately 40 teachers and staff members serve a student population of 432 students in grades K -5, in a mid - to upper - range socioeconomic neighborhood setting. Further student demographics are as follows: 82.8% Caucasian; 5.3% Hispanic / Latino; 3.5% Asian; 0.5% African American; 0.2% American Indian (2014 CDE statistics). Approximately 6% of students qualify for the free and reduced meal program. Within the learning community, approximately 9% of students are identified as TAG, while 8.4% received Special Education support, which includes Speech and Occupational Therapies. At the time of this writing, 0% of students were identified as ELD.

Parents demonstrate strong engagement in a wide variety of educational programs and activities that occur during the school year. Both student and staff mobility are low. In the 34 year history of the school, Coal Creek has had just two principals; founding principal Ellen Goering, and Dr. John Kiemele, who took over the leadership of the school upon Goering's retirement in 2003. Coal Creek has been identified as a *Colorado John Irwin School of Excellence* on numerous occasions and consistently demonstrates high student performance and strong growth in the content areas.

The Coal Creek faculty was trained several years ago in the "Tools of Inquiry for Equitable Schools" (TIES) process, and continues to use a modified version of the inquiry cycle in the review of school performance and growth data, score disaggregation, trend analysis, root causes, action planning, and the progress monitoring of results. The Parent-Teacher Association Leadership Board and the School Accountability Liaison and District DAC Representative participate in our review and planning cycles. The principal plays a key role in group facilitation and reporting to the faculty, SAC, and parent community on a trimester basis, in all elements germane to the UIP.

Coal Creek continues to reflect a tradition of high student achievement and has recently been nominated to receive recognition as an "International Habits of Mind School of Excellence," as identified by the Institute for Habits of Mind, founded by Drs. Arthur Costa and Bena Kallic (refer to www.instituteforhabitsofmind.com) This year, our School Performance Framework (SPF) indicated an Academic Achievement rating of 94.2%, which EXCEEDS state expectations, with an Academic Growth rating of approximately 75%, which MEETS state expectations. Coal Creek will continue on a "Performance Plan" Assignment in 2018-19.

According to Spring 2018 CMAS results,overall **Academic Achievement and Growth performance indicators in Exceed District and State targets**; in the area of English / Language Arts (ELA), **while Achievement indicators exceed District targets**, *ELA Growth performance indicators grew significantly over results from the*

previous year, and are now aligned with state median scores, yet somewhat below the District average. Consequently, this is the area of focus our community has selected for continued improvement in 18-19.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets). Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Current Performance

- > The Coal Creek Performance Plan as reflected in the 2018 SPF indicates that we have met the 95% Participation Rate.

Coal Creek teachers strive to differentiate instructional program as appropriate for elementary school students. In ELA (literacy), students are grouped both within the classroom and among the grade levels into reading groups based on assessments given three times each year (each trimester). These assessments include both iReady and the Benchmark Assessment System (BAS). Beginning in Grade 3, students are also placed into basic and advanced math groups according to needs, strengths, and overall mathematical abilities. A "compacted 4/5 math class and Grade 6 math class has been offered for students who can maintain superior performance in mathematics progress. These groups remain flexible during the year, and generally, are re-examined on a monthly basis. School-wide literacy and math blocks have been built into the master schedule to facilitate and ease this process. Special Education and Leveled Literacy Interventions are offered for identified or struggling students. Programming for Talented and Gifted students is offered two times each week by a specialist, in addition to individualized Academic Learning Plans designed by the classroom teacher.

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Coal Creek students perform at or above the District and state expectations in terms of ACADEMIC ACHIEVEMENT in the area of English Language Arts.

Trend Direction: Increasing



Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In the area of Mathematics, during the 2014-15 school year, 71% of all 3rd grade students met or exceeded achievement expectations as measured by the PARCC; 56% of 4th graders performed in a similar fashion, and 67% of all 5th graders. The following year (2015-16) showed a decrease at the 3rd grade level of 10%, with 61% of students meeting or exceeding expectations. However, the percentages of students increased at the upper grade levels, with 66% of students at the 4th grade showing a 10% gain, and to 70% at grade 5. Coal Creek students continue to exceed expectations compared to both the school district and the state of Colorado. According to our 2016 CDE School Performance Framework, we received a rating of EXCEEDS for all students in the area of Mathematics. Current CMAS data indicates a continuation of exceeding performance based on 2018 test scores, from the 90th% in 2017 to 94% in the current year.



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Performance Indicator Target: Academic Achievement (Status)

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Trend Direction: Increasing



Notable Trend: Yes

Performance Indicator Target: Academic Growth

PARCC data from 2015-16 told a somewhat different story where the area of English Language Arts is concerned; the all student growth profile for this area was 35.5, with 4th grade students reflecting a score of 32.0 and 5th grade coming in at 37.0. These growth scores are lower than those reported at both the District and state levels. The SPF rating in ELA for Coal Creek subsequently describes all students approaching growth expectations. As a consequence to this data, the area of ELA, and specifically literacy development, was targeted as an area of improvement for the following school year. Our teachers implemented several Major Improvement Strategies during the 2017-18 school year which have resulted in significant improvement in the area of ELA. Overall student growth moved from 35.0 in 2016 to 50.0 in 2018; at the 5th grade in particular - which was the grade level we were specifically concerned about - student growth moved from 23.0 in 2017 to 50.0 in 2018, a 27-point gain! We saw growth demonstrated accordingly in the disaggregated groups mentioned previously in this report. The faculty subsequently has made the decision to continue our efforts in the area of ELA, as growth scores currently are 6 points below the BVSD overall target.



Trend Direction: Increasing

Notable Trend: Yes

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According to 2015-16 PARCC data, Coal Creek students achieved an overall growth profile rating of 60.0 for all students in the area of mathematics; this is 9 points above that of the BVSD profile of 51.0, and 10 above that of the state, which is considered to be average at 50.0. Specifically, 4th graders reflected a score of 57.0, while 5th graders received an overall score of 63.0. The Colorado School Performance Framework indicated that all students were subsequently meeting expectations in the area of math. CMAS growth report data indicates that overall math performance of Coal Creek students in grades 4 and 5 is well over both the District and State measures: Coal Creek students grew in math from 49.0 in 2017 to 64.0 in 2018, while the District average at this level is 57.0 and the State average is 50. Consequently, we hope to maintain and increase growth in this area in the future, but we have not selected math as a goal for improvement this year.



Trend Direction: Increasing


Notable Trend: Yes

Performance Indicator Target: Disaggregated Growth

During the 2016 school year, disaggregated CMAS Growth Profile data demonstrated that while all students are approaching the ELA standards, those identified as minority students were not meeting expectations over time. Female students outperformed males overall (44.5 F to 29.0 M), and those eligible for free/reduced meals were on target with the total population of tested students, as were those identified as TAG. There were not enough candidates within the category of students with disabilities or English Language Learners to gain a profile indicator, n

Root Causes and Priority Performance Challenges

Priority Performance Challenge: English Language Arts



In the intermediate grade levels (3, 4, and 5) students continue to exceed Academic Achievement expectations in the area of ELA, as measured by the CMAS and reflected on the 2018 Student Performance Framework. The disaggregated data indicates that students qualifying for free and reduced meals perform below the general population, but are approaching expectations. This phenomenon is not surprising, as socio-economic levels are correlated with overall student performance in school. The school has subsequently engaged in an ongoing MTSS review in order to determine additional avenues of support for these students, both in the area of academics and social-emotional learning. Students formally identified as receiving Special Education services normally do not meet the performance expectations of the general population. This group of students receives significant academic intervention and support as a result of their generated Individual Education Plans (IEPs), which are monitored by a certified SPED team to ensure individual goal progress and growth over time. This last area is not measured by the CMAS School Growth Report but rather, is examined on an individual basis using a variety of metrics during the student's annual IEP review. According to iReady data from the spring of 2018 "Performance by Grade Report, 100% of students in Kindergarten were On or Above Level at the time of that assessment window; 89% of First Graders were On or Above Level, and; 89% of Second Graders were On or Above Level. However, the iReady "Needs Analysis" by grade reflected a somewhat different set of challenges (and opportunities for growth) for Coal Creek students for the current school year: 12% of our (incoming) Kindergarten Students were Below the Overall Reading Level; this is compared to 69% of First Graders and 47% of Second Graders. Digging deeper, the data shows that Phonics and/or the recognition of Vocabulary/ High Frequency words are the areas in need of improvement in K-2 grades. In Kindergarten, 62% of students scored Below Level In Phonics and 55% in the area of Vocabulary; 64% of First Graders scored below in Phonics and 62% in High Frequency Words; 50% of Second Graders scored Below Level in Phonics and 51% in Vocabulary. According to this same assessment data, phonics and vocabulary (in isolation) are also the areas of greatest concern in grades 3 and 4. At grade 5, the area shifts to vocabulary. These findings generally coincided with our focus areas for each grade level last year. This year in addition to explicit instruction, we are having many students use iReady lessons and adding additional lessons in our students main areas of weakness. Retired teachers used in K-5 are also targeting these areas of difficulty for some of our struggling students.



Root Cause: Universal Instruction: English Language (Writing and Literacy) Development

Up until the current academic year, there had been no identified curriculum program in the primary grades associated with the teaching of phonics and helping students to develop phonetic awareness using scientific and systematic instruction. This has changed drastically with the implementation of the new, Fountas and Pinnell Reading Program, which integrates a clear component for the teaching of phonics in Grades K-2. Similarly, the F&P Program provides teachers at all grades a more efficient way to present and teach word recognition and vocabulary development, which is one of our weaknesses evidenced at the intermediate grades. Lack of time dedicated to writing at Grades 4 and 5 in particular, combined with explicit, sequential instruction were two additional causes identified by the staff in need of improvement and under our influence to control. One intermediate teacher provided us with an honest account of only requiring her students to produce writing artifacts on a weekly (at best) rather than daily basis. Additional observations and conversations included a lack of explicit instruction on specific reading skills at the 5th Grade level during the literacy period. Due to our students' strong

comprehension skills, teachers may mistakenly assume that students have a more solid understanding of the plethora of effective vocabulary decoding skills than actually exists, and therefore have elected to emphasize "whole group reading and discussion" of stories and novels over small group, targeted instruction associated with the literacy continuum (refer to the F&P program). Staff indicated that they needed to spend more time in the analysis of pre- and post writing samples, and in conferencing with students accordingly on their strengths and weaknesses in accordance with exemplars, anchor charts, etc. Lack of time spent on vertical articulation in regards to students literacy and writing performance with colleagues was identified as another factor of concern. This was especially noted in terms of the MTSS process utilized at the school, and areas for improvement were noted. This point has led us into an examination of our school schedule and the amount of time teachers are dedicating to ELA, and the manner in which they may or may not be effectively integrating writing into science and social studies.

Priority Performance Challenge: ELA Growth

During the 2016 school year, the all student growth profile for ELA was 35.5, with 4th grade students reflecting a score of 32.0 and 5th grade coming in at 37.0. These growth scores are lower than those reported at both the District and state levels. The SPF rating in ELA for Coal Creek subsequently described all students approaching growth expectations, though those identified within the overall minority population not meeting expectations over time. School personnel engaged in an extensive MTSS review in order to determine additional avenues of support for these students, both in the area of academics and social-emotional learning. 2018 saw a positive change in this trend: teachers implemented several Major Improvement Strategies during the 2017-18 school year which resulted in significant improvement in the area of ELA. Overall student growth moved from 35.0 in 2016 to 50.0 in 2018; at the 5th grade in particular - which was the grade level we were specifically concerned about - student growth moved from 23.0 in 2017 to 50.0 in 2018, a 27-point gain! We saw growth demonstrated accordingly in the disaggregated groups mentioned previously in this report.



Root Cause: Decrease School Barriers Associated with SEAL

Social -Emotional and Academic Learning Administrators within the Boulder Valley School District have encouraged all sites to target an "SEAL" goal for their school communities. This is an important factor for consideration, since a positive and safe educational environment paves the way for all students to be able to access the curriculum and reach optimal levels of learning. Information and trends related to social-emotional learning have been explored formally through the administration and review of student, staff, and parent "climate" surveys and observations made by trained counseling staff, as well as through informal methods, such as feedback from parents and students during PTA events, seminars, and Student Council activities. Teacher insight and feedback are also important contributors to review in order to arrive at a clear picture of the SEAL environment that currently exists as Coal Creek. Based on survey information that was provided by staff and students during the 2017-18 school year, the following information was extracted from VIZLAB and identifies these "barriers" to address in order to improve the social-emotional learning component: Teachers report that there is not enough time to provide SEL instruction within the instructional period (moderate barrier); Parents report that they wight academic instruction more highly than SEL instruction (moderate barrier); Support for students via professional-educational counseling services have been limited within the school (moderate barrier). The staff understands that our most "at - risk" groups of students are those within the non-white and free and reduced meal band; studies have indicated that this is also the student population which might be most in need of SEL support.

Priority Performance Challenge: Continued Support for Social -Emotional and Academic Learning



Administrators within the Boulder Valley School District have encouraged all sites to target an "SEAL" goal for their school communities. This is an important factor for consideration, since a positive and safe educational environment paves the way for all students to be able to access the curriculum and reach optimal levels of learning. Information and trends related to social-emotional learning have been explored formally through the administration and review of student, staff, and parent "climate" surveys and observations made by trained counseling staff, as well as through informal methods, such as feedback from parents and students during PTA events, seminars, and Student Council activities. Teacher insight and feedback are also important contributors to review in order to arrive at a clear picture of the SEAL environment that currently exists as Coal Creek. Based on survey information that was provided by staff and students during the 2017-18 school year, the following information was extracted from VIZLAB and identifies these "barriers" to address in order to improve the social-emotional learning component: Teachers report that there is not enough time to provide SEL instruction within the instructional period (moderate barrier); Parents report that they wight academic instruction more highly than SEL instruction (moderate barrier); Support for students via professional-educational counseling services have been limited within the school (moderate barrier). The staff understands that our most "at - risk" groups of students are those within the non-white and free and reduced meal band; studies have indicated that this is also the student population which might be most in need of SEL support.



Root Cause: Challenges Related to Limited Resources, Time, and Integrated Support for SEAL

The 2017-18 school year saw a major change within this aspect of the elementary school program throughout the District. For the first time, professional/educational counselors were hired and supplied - on a very LIMITED schedule - to each elementary school. At Coal Creek, we shared a 1.0 counselor who was new to the District with two other schools. This averaged out to having the presence of a counseling professional one and a half days per week, over a 36- week period. Though not ideal, this was a start for us, and the individual was able to provide general information on the role of the counselor to staff, and met with students individually, created a few "groups" around hot topic items (divorce, bullying, etc.), and was available to parents as well. During the 2018-19 school year, BVSD has added additional funding to the elementary counselor initiative. Though we now have another new individual in this role, she has been assigned to Coal Creek for 2.5 days each week, building upon the foundation that was established last year. Our counselor has subsequently provided input and training to staff during faculty meetings on SEL techniques to improve climate, visits all classrooms to provide lessons on topics of interest and need, and has created a more efficient student referral system to help teachers access her services. The counselor is also working closely with the Special Education Team in order to integrate SEL support as appropriate, and she and the school psychologist are helping us to identify and support SEL needs among students in our most vulnerable populations (SPED, minority, and FRM).

Magnitude of Performance Challenges and Rationale for Selection:



We have enjoyed the support of a strong Literacy Specialist and are proud of our highly skilled staff where reading instruction is concerned. Student progress in the past has been tightly monitored on a trimester basis at all grades, using both a diagnostic assessment, the DRA2, and a new, online District-wide adopted system; "i-Ready." NOTE: In 2016, the District required teachers to utilize a new literacy assessment, the "Benchmark Assessment System" or BAS, in conjunction with the i-Ready system. Students are subsequently re-grouped to receive instruction associated with their rate and level needs, with programming applied to our most struggling students via Leveled Literacy Intervention.

In the past, Coal Creek students have scored at or beyond the District averages in all three grades tested in both Reading and Writing, which we attribute to our targeted improvement strategies in these areas. Our efforts to support the literacy needs of our students through the allocation of significant building resources – both in terms of time, personnel, and materials – have contributed to strong student achievement in Reading.

However, within the broad area of English Language Arts, PARCC data from the 2015-16 school year indicated a depressed student growth profile of significant concern. This phenomenon has been mentioned earlier in this report. Due to the growth scores being below the BVSD average and an "approaching" designation in ELA on the 2017 SPF in terms of academic achievement, ELA, and specifically writing, was targeted as our overall area for improvement. It should be noted that though the data used to generate our UIP goal in 2017 reflected a negative trend, the profile was compiled after only a two year period of time, and did not align with the trend growth data from previous years when CSAP and TCAP were utilized as the standardized testing instruments. Regardless, school personnel agreed to focus on ELA/WRITING as the area for instructional analysis and improvement last year.

The results in 2018 were impressive, as we saw student achievement and growth take a significant upward trend in ELA and in student writing production and performance. Overall student growth moved from 30 in 2017 in ELA to 50.0 in 2018. Growth was demonstrated accordingly in the disaggregated groups mentioned previously in this report. Since we recognize that a trend needs to be based on more than one year of data, the faculty has determined to continue our efforts in ELA by targeting this area for continued improvement during the 2018-19 school year.

Where SEAL (SEL) has been concerned, the 2017-18 school year saw a major change within this aspect of the elementary school program throughout the District. For the first time, professional/educational counselors were hired and supplied - on a very LIMITED schedule - to each elementary school. At Coal Creek, we shared a 1.0 counselor who was new to the District with two other schools. This averaged out to having the presence of a counseling professional one and a half days per week, over a 36- week period. Though not ideal, this was a start for us, and the individual was able to provide general information on the role of the counselor to staff, and met with students individually, created a few "groups" around hot topic items (divorce, bullying, etc.), and was available to parents as well.

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Working in cooperation with the principal, the team also plans and delivers skill strategies to students and staff on a monthly basis during upbeat assemblies, linking these topics to our Habits of Mind model. In this manner, we know that we are setting a positive tone for the entire community in terms of the importance of SEAL.

Magnitude of Root Causes and Rationale for Selection:



Based on survey information that was provided by staff and students during the 2017-18 school year, the following information was extracted from VIZLAB and identifies these "barriers" to address in order to improve the social-emotional learning component: Teachers report that there is not enough time to provide SEL instruction within the instructional period (moderate barrier); Parents report that they wight academic instruction more highly than SEL instruction (moderate barrier); Support for students via professional-educational counseling services have been limited within the school (moderate barrier). The staff understands that our most "at - risk" groups of students are those within the non-white and free and reduced meal band; studies have indicated that this is also the student population which might be most in need of SEL support.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



Interventions: Social - Emotional Learning Needs (SEL)

Describe what will success look like: Teachers will collaborate to identify needs and create supportive systems for students within the area of SEL.

Associated Root Causes:

Decrease School Barriers Associated with SEAL:

Social -Emotional and Academic Learning Administrators within the Boulder Valley School District have encouraged all sites to target an "SEAL" goal for their school communities. This is an important factor for consideration, since a positive and safe educational environment paves the way for all students to be able to access the curriculum and reach optimal levels of learning. Information and trends related to social-emotional learning have been explored formally through the administration and review of student, staff, and parent "climate" surveys and observations made by trained counseling staff, as well as through informal methods, such as feedback from parents and students during PTA events, seminars, and Student Council activities. Teacher insight and feedback are also important contributors to review in order to arrive at a clear picture of the SEAL environment that currently exists as Coal Creek. Based on survey information that was provided by staff and students during the 2017-18 school year, the following information was extracted from VIZLAB and identifies these "barriers" to address in order to improve the social-emotional learning component: Teachers report that there is not enough time to provide SEL instruction within the instructional period (moderate barrier); Parents report that they wight academic instruction more highly than SEL instruction (moderate barrier); Support for students via professional-educational counseling services have been limited within the school (moderate barrier). The staff understands that our most "at - risk" groups of students are those within the non-white and free and reduced meal band; studies have indicated that this is also the student population which might be most in need of SEL support.



Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
			Association with the International Habits of Mind Learning Institute. Books, materials,		



Positive School Climate

Monthly assemblies will be coordinated by the Principal and support personnel to help strengthen a positive and safe climate at school.

08/30/2018
05/15/2019

and learning resources supplied by the International Habits of Mind Learning Community.

Principal and identified staff as needed.

In Progress



Monitor Student Progress

Teachers will use classroom-based and District assessments to monitor the academic performance and growth of their students.

09/01/2018
04/02/2019

Teacher and District assessments, AIMS Web, Tier I and II supports.

Classroom teachers, LLI Specialist, District Literacy Specialist, Counselor, MTSS Team.

In Progress



2-Way Communication

Classroom teachers, the Counselor, and Principal will engage in regular communication with parents germane to positive academic and social/emotional student performance and behavior via 1:1 conferences/meetings, and telephone calls.

09/01/2018
05/15/2019

Anecdotal notes and records associated with the Action Step described above. PTA meetings and monthly school newsletters. Fall and spring social events. Parent meetings led by the Counselor/Key Personnel associated with SEAL.

Classroom teachers, Counselor, Principal, and other personnel as appropriate.

In Progress

The Counselor will



Counselor
Intervention and
Support

The School Counselor will be available to receive referrals by teachers of students in need of SEL support.

09/01/2018
05/23/2019

set up a referral system and communicate it this so that teachers may access her services in an efficient and timely manner. The Counselor will visit classrooms on a regular basis and conduct lessons associated with teacher/student needs (i.e., positive climate, anti-bullying, resiliency, Zones of Regulation, etc.). The Counselor will meet with teachers, students, and parents individually or in with small student groups as requested and appropriate.

Teachers; School Counselor. School Behavioral Interventionist. In Progress



MTSS Team

Teachers will collect data and bring students of concern who may not be making adequate academic progress or who reflect SEAL concerns to the attention of the Kid Talk / MTSS Team for review and discussion. Students in at-risk groups will be of priority concern.

10/01/2018
05/01/2019

MTSS Team and
Counselor.

Teacher, Grade
level colleagues,
Literacy
Specialist, MTSS
Team, Counselor.
In Progress



Data-based Problem Solving and Decision Making

Describe what will success look like: Teachers will engage in the structured review of student performance and progress by conducting "data cycles" within the area of Literacy/Writing on a trimester basis, with the guidance of a District Literacy Specialist. Information gained from this activity will be used to more accurately plan for instruction and the accurate monitoring of student progress. This effort will be integrated with the school's MTSS process so that consistent information pertaining to student performance and growth may be recorded and reviewed as needed.

Describe the research/evidence base supporting the strategy: Coal Creek students have scored at or beyond the District averages in all three grades tested in both Reading and Writing, which we attribute to our targeted improvement strategies in these areas. Our efforts to support the literacy needs of our students through the allocation of significant building resources – both in terms of time, personnel, and materials – have contributed to strong student achievement in Reading. However, within the broad area of English Language Arts, PARCC data from the 2015-16 school year indicated a depressed student growth profile of significant concern. This phenomenon has been mentioned earlier in this report. Due to the growth scores being below the BVSD average and an "approaching" designation in ELA on the 2017 SPF in terms of academic achievement, ELA, and specifically writing, was targeted as our overall area for improvement. It should be noted that though the data used to generate our UIP goal in 2017 reflected a negative trend, the profile was compiled after only a two year period of time, and did not align with the trend growth data from previous years when CSAP and TCAP were utilized as the standardized testing instruments. Regardless, school personnel agreed to focus on ELA/WRITING as the area for instructional analysis and improvement last year. The results in 2018 were impressive, as we saw student achievement and growth take a significant upward trend in ELA and in student writing production and performance. Overall student growth moved from 30 in 2017 in ELA to 50.0 in 2018. Growth was demonstrated accordingly in the disaggregated groups mentioned previously in this report. Since we recognize that a trend needs to be based on more than one year of data, the faculty has determined to continue our efforts in ELA by targeting this area for continued improvement during the 2018-19 school year.

Associated Root Causes:



Universal Instruction: English Language (Writing and Literacy) Development:

Up until the current academic year, there had been no identified curriculum program in the primary grades associated with the teaching of phonics and helping students to develop phonetic awareness using scientific and systematic instruction. This has changed drastically with the implementation of the new, Fountas and Pinnell Reading Program, which integrates a clear component for the teaching of phonics in Grades K-2. Similarly, the F&P Program provides teachers at



all grades a more efficient way to present and teach word recognition and vocabulary development, which is one of our weaknesses evidenced at the intermediate grades. Lack of time dedicated to writing at Grades 4 and 5 in particular, combined with explicit, sequential instruction were two additional causes identified by the staff in need of improvement and under our influence to control. One intermediate teacher provided us with an honest account of only requiring her students to produce writing artifacts on a weekly (at best) rather than daily basis. Additional observations and conversations included a lack of explicit instruction on specific reading skills at the 5th Grade level during the literacy period. Due to our students' strong comprehension skills, teachers may mistakenly assume that students have a more solid understanding of the plethora of effective vocabulary decoding skills than actually exists, and therefore have elected to emphasize "whole group reading and discussion" of stories and novels over small group, targeted instruction associated with the literacy continuum (refer to the F&P program). Staff indicated that they needed to spend more time in the analysis of pre- and post writing samples, and in conferencing with students accordingly on their strengths and weaknesses in accordance with exemplars, anchor charts, etc. Lack of time spent on vertical articulation in regards to students literacy and writing performance with colleagues was identified as another factor of concern. This was especially noted in terms of the MTSS process utilized at the school, and areas for improvement were noted. This point has led us into an examination of our school schedule and the amount of time teachers are dedicating to ELA, and the manner in which they may or may not be effectively integrating writing into science and social studies.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Overidentification meeting	Send representatives to district professional learning on culturally proficient practices for MTSS to assist in reducing the overidentification of Latino students and emerging bilinguals for Special Education services.		MTSS Leadership Team (2-4 staff members)	Partially Met
 Exit eligible students	Meet with special education teams to review student achievement and IEP goals to determine whether student can be exited from special education services.		IEP review team	Met
 Data Cycle Target	At Beginning Of Year, use Vizlab (and other data tools) to analyze past student achievement and set achievable and measurable student growth goals		Teachers	Met

Setting



Data Cycle Progress Monitoring

At Middle Of Year, use Vizlab (and other data tools) to monitor progress toward student growth goals, and adjust plans and goals accordingly

Teachers

Met



TS Gold Target Setting

Use October checkpoint data to set student goals to meet readiness indicators in language, literacy, math, cognitive, physical and social/emotional development.

PK & KG Teachers

Met



TS Gold Progress Monitoring

Use subsequent checkpoint data to monitor student progress towards meeting readiness indicators in language, literacy, math, cognitive, physical and social/emotional development.

PK & KG Teachers

Met

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Coal Creek ES Literacy Instructional Practices

Describe what will success look like: The following strategies will be embraced by Coal Creek teachers across the K-5 ELA continuum: *Teachers will utilize "anchor charts" which highlight targeted vocabulary associated with specific lessons and units of study. *Teachers will plan and deliver direct instruction to targeted students and groups germane to the structural analysis of vocabulary. *Teachers will conduct interactive reading and writing demonstrations which are connected to applicable ELA learning objectives. *Teachers will provide students with the opportunity to engage in writing on a daily basis, across the content areas. *Teachers will conduct data cycles on a trimester basis and utilize the information from this activity to plan for targeted instruction associated with the tasks previously listed. *Teachers will plan ELA lessons in accordance with the F&P Prompting Guide/Continuum associated as applicable to their assigned grade level. *Teachers will plan lessons which connect reading, writing, and learning by genre (intermediate level task).



Associated Root Causes:

Universal Instruction: English Language (Writing and Literacy) Development:

Up until the current academic year, there had been no identified curriculum program in the primary grades associated with the teaching of phonics and helping students to develop phonetic awareness using scientific and systematic instruction. This has changed drastically with the implementation of the new, Fountas and Pinnell Reading Program, which integrates a clear component for the teaching of phonics in Grades K-2. Similarly, the F&P Program provides teachers at all grades a more efficient way to present and teach word recognition and vocabulary development, which is one of our weaknesses evidenced at the intermediate grades. Lack of time dedicated to writing at Grades 4 and 5 in particular, combined with explicit, sequential instruction were two additional causes identified by the staff in need of improvement and under our influence to control. One intermediate teacher provided us with an honest account of only requiring her students to produce writing artifacts on a weekly (at best) rather than daily basis. Additional observations and conversations included a lack of explicit instruction on specific reading skills at the 5th Grade level during the literacy period. Due to our students' strong comprehension skills, teachers may mistakenly assume that students have a more solid understanding of the plethora of effective vocabulary decoding skills than actually exists, and therefore have elected to emphasize "whole group reading and discussion" of stories and novels over small group, targeted instruction associated with the literacy continuum (refer to the F&P program). Staff indicated that they needed to spend more time in the analysis of pre- and post writing samples, and in conferencing with students accordingly on their strengths and weaknesses in accordance with exemplars, anchor charts, etc. Lack of time spent on vertical articulation in regards to students literacy and writing performance with colleagues was identified as another factor of concern. This was especially noted in terms of the MTSS process utilized at the school, and areas for improvement were noted. This point has led us into an examination of our school schedule and the amount of time teachers are dedicating to ELA, and the manner in which they may or may not be effectively integrating writing into science and social studies.



Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 New literacy materials training	Primary teachers learn and implement, ReadyGen English/Biliteracy, Estrellita, Palabras a su paso, Fountas Pinnell Classroom materials or Foundations materials		Primary Teachers	Met
 Parent Meeting on	By October 31, hold at least one parent meeting to discuss and review the newly adopted literacy materials		Principal & Teachers	Met

New Literacy
Materials



BVSD Literacy
Instructional
Framework

Intermediate grade teachers continue to implement the structures
for the BVSD Literacy Instructional Framework

Intermediate Teachers

Partially Met



Data-informed
Literacy Practices

Select and document evidence-based practices using i-Ready
diagnostic domain data and writing assessment data for all
students and, for students reading below grade level, the
Benchmark Assessment System

Teachers

Met



New literacy
materials support
of emerging
bilinguals

Explore best practices for using new materials with emerging
bilingual students.

Teachers

Partially Met

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Progress Monitoring: Student Target Setting



Priority Performance Challenge : English Language Arts



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: % K-3 students meeting iReady spring grade level target = 92% % of 3-5 students will demonstrate overall academic achievement at the 92nd percentile rank, based on the 2019 CMAS SPF, in the area of ELA, as compared to the 2018 ranking of 89%.

2019-2020: % K-3 students meeting iReady, spring grade level target will be at 95% % of 3-5 students will demonstrate overall academic achievement at the 95th percentile rank, based on the 2020 CMAS SPF, in the area of ELA, as compared to the 2018 ranking.

INTERIM MEASURES FOR 2018-2019: i Ready / 409 Students Grade K: In the fall, 12% of students were below grade level and 88% were at/above grade level. At the MOY, 89% are at GL; by the EOY, our goal is to have 90% of students at GL. Grade 1: In the fall, 69% of students were below grade level and 31% were at/above grade level. At the MOY, 55% are at GL; by the EOY, our goal is to have 79% or more of students at GL. Grade 2: In the fall, 47% of students were below grade level and 53% were at/above grade level. At the MOY, 66% are at GL; by the EOY, our goal is to have 79% or more of students at GL. Grade 3: In the fall, 21% of students were below grade level and 79% were at/above grade level. At the MOY, 82% are at GL; by the EOY, our goal is to have 86% or more of students at GL. Grade 4: In the fall, 41% of students were below grade level and 59% were at/above grade level. At the MOY, 64% are at GL; by the EOY, our goal is to have 69% or more of students at GL. Grade 5: In the fall, 32% of students were below grade level and 68% above grade level. At the MOY, 69% are at GL; by the EOY, our goal is to have 75% or more of students at GL. District Writing Assessment: Teachers will administer three DWAs during the academic year, and perform three "captures" of student writing using the SeeSaw Digital Portfolio / HoM Project. Student samples will be scored accordingly using the BVSD protocols for writing. Our goal is to have 55% of students or more scoring proficient in writing MOY, and 60% or more by the EOY.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2018-2019: % K-3 scores that indicate Significant Reading Deficiency = maintain 0% (new cut scores)

2019-2020: % K-3 scores that indicate Significant Reading Deficiency will be no more than 0% of the tested population.

INTERIM MEASURES FOR 2018-2019:



Priority Performance Challenge : ELA Growth



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2018-2019: CMAS ELA target 2019 Overall: 55 ----- Minority: 60 iReady target 2019 Overall: 64 -----
Minority: 58 FRL: 55

2019-2020: CMAS ELA target 2020 Overall: 60 ----- Minority: 63 iReady target 2020 Overall: 69 -----
Minority: 62 FRL: 60

INTERIM MEASURES FOR 2018-2019: Second Trimester BAS Goals are as follows: K 72% at or above GL; GR1 65% at or above GL; GR2 84% at or above GL; GR3 82% at or above GL; GR4 88% at or above GL; GR5 92% at or above GL.



Priority Performance Challenge : Continued Support for Social -Emotional and Academic Learning



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2018-2019: % K-3 students meeting iReady spring grade level target = 81

2019-2020: % K-3 students meeting iReady spring grade level target = 86

INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

2018-2019: During the 2018-19 academic year, the school counselor will keep a log of all student contacts, work with student groups, classroom visits, and student / parent presentations germane to the goals SEAL initiatives in BVSD. Our primary target will focus on "supporting (student) learning and social-emotional well - being." The counselor will meet with the staff and

ANNUAL
PERFORMANCE
TARGETS

administration on a trimester basis to gain feedback through surveys and individual conferences. SEAL interventions will be logged monthly on the school's MTSS (Frontline) site.. A log of home visits and positive phone calls to parents/families will be kept and shared with the the principal, as well as the Director of Counseling Services. Special attention will be given to attending to the needs of underrepresented families (minority and "at - risk" populations) to ensure that they have the same access to school programs as the majority population. Students will be provided with the BVSD School Climate Survey in the spring of each year; the results will be examined accordingly by the MTSS team, administration, and counselor, with interventions adjusted accordingly.

2019-2020: During the 2019-20 academic year, the school counselor will continue to keep a log of all student contacts, work with student groups, classroom visits, and student / parent presentations germane to the goals SEAL initiatives in BVSD. Our primary target will focus on "supporting (student) learning and social-emotional well - being." The counselor will meet with the staff and administration on a trimester basis to gain feedback through surveys and individual conferences. SEAL interventions will be logged monthly on the school's MTSS (Frontline) site.. A log of home visits and positive phone calls to parents/families will be kept and shared with the the principal, as well as the Director of Counseling Services. Special attention will be given to attending to the needs of underrepresented families (minority and "at - risk" populations) to ensure that they have the same access to school programs as the majority population. Students will be provided with the BVSD School Climate Survey in the spring of each year; the results will be examined accordingly by the MTSS team, administration, and counselor, with interventions adjusted accordingly.

INTERIM MEASURES FOR 2018-2019: Counselor "check-in" groups. Monthly feedback from the Leadership and MTSS school teams. Feedback from parents via a PTA presentation. BVSD Evaluation System (observations, conferences, growth goal monitoring, rating). Weekly meetings with the principal, Educational Psychologist, and Behavior Health Advocate.