

Coyote Creek Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 07618046117485

County: Contra Costa

District (Local Educational Agency): San Ramon Valley Unified

School: Coyote Creek Elementary

Demographics

Enrollment: 957 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Coyote Creek Elementary School is a TK–5 elementary school located in San Ramon, California. As one of 36 schools in the San Ramon Valley Unified School District, Coyote Creek is the third largest elementary school, serving over 950 students in the Dougherty Valley. Our student population is currently 61% Asian/Indian, 20% White, 6% Hispanic/Latino, 4% Filipino, and 2% African American with 6% of our students identifying with two or more races. 12% of our students are identified English Learners, 4% are socioeconomically disadvantaged, and 6% are disabled. 22 languages other than English are spoken by Coyote Creek families. Our diverse school community values the whole child by meeting their academic, social, and emotional needs.

Our model of shared leadership hosts committees dedicated to ensuring a safe, nurturing yet academically challenging learning environment for all students. Teachers from each grade level serve on a safety committee, an Rtl committee, a school climate committee, a professional development committee, a curriculum committee, and a grade level liaison committee, driving the work of staff across the campus. Professional

development is teacher driven and includes working collaboratively among grade levels and with site and district specialists to continually improve our practice.

Our teachers are committed to creating a learning environment that is challenging, academically oriented, and addresses California State Standards. Technology is embedded across the curriculum at all grade levels to maximize student engagement and prepare them to be college and career ready. Our math curriculum emphasizes problem solving and critical thinking skills. We have begun integrating strategies around Culturally and Linguistically Responsive Teaching and Learning in order to make math more fun and engaging. In Language Arts we use a workshop model that lends itself to differentiated instruction and encourages students to become independent readers and writers.

Our dedicated, involved parents volunteer throughout the year in a variety of ways, providing countless volunteer hours each year. Coyote Creek's PTA organizes many family activities that nurture a sense of community. Additionally, our Coyote Creek Ed Fund raises funds each year that support programs for our students that enhance the learning across our campus. Classroom paraeducators, a Reading Specialist, art, music, and technology are a few of the resources funded by our dedicated parent groups.

Coyote Creek's school motto is "We Care, We Share, We Dare." Our staff and community believe that these three characteristics create an exemplary school. We prepare students for the future by providing them with a safe, engaging, challenging, and emotionally supportive environment. With a dedicated staff and parent community, we strive to develop students to become lifelong learners, able to meet the growing changes of the future.

Model Program and Practices

Name of Model Program/Practice: Collaborative Response to Intervention Protocol

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

At Coyote Creek our goal is for all students to achieve at high levels in a safe, supportive environment. Three years ago our staff and parent community adopted an "all our kids are all our kids" mindset and began a shift in the way we identified students for intervention. We developed a Collaborative Response to Intervention Protocol centered on working collaboratively around multiple measures of data to determine which students would best benefit from intervention support in the areas of reading, English Language development, and math. The work resulting from this Protocol has enabled us to better reach our goal by tailoring our intervention to meet specific needs of all students and resulting in higher overall achievement while supporting our district's LCAP goals.

Our Rtl Protocol begins at the start of each school year. All teachers are provided the necessary professional development and resources to assess their students in reading, writing, and math to gather baseline data. Every student participates in a running record, on demand write, and math assessment. A team of teachers, administrators, and Reading/Intervention Specialists analyze the results to guide Tier 1 instruction and identify students for specific interventions such as Leveled Literacy Intervention (LLI), Reading Recovery, Barton, math, and ELD support. The staff collects data to monitor the success of the interventions and meets regularly to review and analyze data to ensure students are on a successful trajectory. Students who reach benchmark transition out of interventions and other students in need of intervention are provided necessary support.

One of the things we are most proud of with our Rtl Protocol is our ability to analyze the data we have collected and strategically provide specific interventions. We have an exemplary Barton program (paraeducators, books, and manipulatives funded by site funds and Ed Fund) for students who exhibit symptoms of dyslexia. This multi-sensory approach uses 1 on 1 tutoring and has been an integral part of Coyote Creek for years. Once we began implementing our Rtl Protocol we have been better in determining students who would most benefit from Barton.

We now apply this same Protocol for math interventions and ELD support. Teachers work with a math specialist and paraeducator to use a math running record and identify students to support in small group instruction. The ELD paraeducator meets regularly with classroom teachers to discuss the curriculum, provide necessary materials, reviewing specific learning targets for students during their sessions. We also have a robust Rtl model that meets the social-emotional needs of students. Programs such as the Rainbow Room and our partnership with the Discovery Center (SCIP Counseling) lay the foundation that create a safe learning environment and help students to fully access curriculum. Our 97.4% attendance rate and 0.2% suspension rate indicate the effectiveness of our programs.

Implementation and Monitoring

We believe one of the vital components to student success is working collaboratively with our parent community. Parents are key stakeholders in our Rtl Protocol. Our School Site Council (SSC) meets monthly to analyze data and give feedback to help establish school wide goals for student achievement. Our Ed Fund organizes fundraisers to support critical programs that are integral to our Rtl model such as our Reading Specialist, Barton program, paraeducators and professional development opportunities that help our teachers grow their understanding and practice with the use of interventions, assessment, and data-driven instruction. Our PTA sponsors community building activities and provides essential volunteer support to students and teachers. All of our Barton tutors are either past or present Coyote Creek parents who have gone through hours of training to get their certification in order to work 1 on 1 with our students.

We communicate our signature practice to staff through professional development focused staff meetings, grade level collaboration, and through shared leadership committees. This ongoing analysis of our practice drives the differentiated support given to all students. We provide opportunities for parents to learn about our intervention and instructional practices, giving us input through parent information nights and parent teacher meetings. For example, this year we invited parents and staff to learn about our district's LCAP budget and solicit feedback on how to prioritize site and district funding. Our SSC reviews annual CAASPP data to ensure learning goals are meeting the needs of our low performing subgroups. For students who are not making sufficient progress with Tier 1 and 2 interventions, a Student Success Team comprised of administrators, teachers, support staff, and parents meets to address individual needs of students and create action plans. Our staff and parent community are actively involved in monitoring and assessing the effectiveness of our practice and provide ongoing feedback for continuous improvement. This is a key component of our Rtl Protocol.

In order to sustain our practice, staff is committed to ongoing professional learning around best practices. All teachers, administrators, and paraeducators are well trained in assessments, data analysis, and differentiated instructional practices. Teachers are given release time to learn together and collaborate over data. Based on data and staff input, teachers determine professional development needs and use this feedback to monitor the effectiveness of our teacher driven learning. Unique to our school, all staff has been trained on dyslexia indicators along with Orton Gillingham based instructional strategies.

The progress monitoring data we gather and analyze on ALL students is crucial in informing us of the effectiveness of our signature practice. The growth we have seen in our CAASPP and schoolwide data indicates that this Protocol is truly working.

Results and Outcomes

Through the analysis of various types of data, we have found that our signature practice of the Collaborative Rtl Protocol has been successful in supporting the achievement of

ALL students. Some of the data we have collected and analyzed shows compelling results. We have noticed the following positive results:

- ELA CAASPP scores for students with disabilities have increased by 19 points (met or exceeded standard) in the past two school years.
- ELA CAASPP scores for our economically disadvantaged students increased by 18 points (met or exceeded standard) last year.
- ELA CAASPP scores for the previous year's lowest performing ethnic subgroups (Black or African American students) increased by 18 points (met or exceeded standard).
- ELA CAASPP scores for the previous two years' second lowest performing ethnic subgroups (Hispanic or Latino students) increased by 17 points (met or exceeded standard) in two years.

These strong indicators of growth care are evidence of our collaborative and innovative practices around Response to Intervention. Our specific, targeted interventions have helped students to successfully access the curriculum and achieve high levels.

Every grade level and subgroup at Coyote Creek improved in their math CAASPP scores in the past year, with the exception of 4th grade, which maintained a 92% of students who met or exceeded standard.

- Math CAASPP scores for economically disadvantaged students increased by 14 points (met or exceeded standard).
- Math CAASPP scores for students with disabilities increased by 11 points (met or exceeded standard).

Additionally our suspension data is low, showing that students are more engaged and connected to our school site. From 2014 to the present our suspension rate has decreased from 0.5 to 0.2. Our attendance rate is strong, with a 97.4% rate. Our Healthy Kids Survey tells us that 89% of our fifth grade students are happy to be at school most or all of the time.

The progress monitoring data collected and analyzed by our teachers on an ongoing basis shows these same results that point to high student achievement. Running records indicate that ALL students grow in their reading levels each year. Additionally, writing samples show continuous/ongoing improvement. Within the last 4 years, the number of students identified to receive Barton support has decreased by over 60%, pointing to strong Tier 1 interventions in the classroom. These positive student outcomes are clear evidence of our focused, differentiated support for the success of ALL learners.

In efforts for continuous improvement and in support of the needs of ALL students, we are poised to provide professional development around Culturally Responsive Teaching

and Learning, particularly in math. We believe that building strong relationships and engaging our students deeply in their learning will further accelerate their college and career readiness.