

## **Evergreen Union School District Model Programs and Practices**

### **District Information**

CD (County District) Code: 5271522

County: Tehama

District (Local Educational Agency): Evergreen Union School District

### **Demographics**

Enrollment: 1,304

Location Description: Rural

### **Overview**

Evergreen Union School District is a rural, public TK–8 school district serving northern Tehama, southern Shasta, and eastern Trinity County. Also offers State Preschool, community day school (alternative education) and K–12 charter school.

Schools in this district include:

- Bend Elementary School (grades TK–8)
- Evergreen Elementary School (grades TK–4)
- Evergreen Middle School (grades 5–8)
- Evergreen Community Day School (grades K–8)
- Evergreen Institute of Excellence (grades TK–12 Charter)
- Evergreen Preschool

Enrollment - 1304 students

Minority enrollment is 23% of the student body (majority Hispanic), which is less than the California state average.

- Socioeconomically Disadvantaged: 57.6%
- English Learners: 3.8%
- Foster Youth: 1.6%

The student-teacher ratio is 20:1, less than the state average of 24:1

The district's core curriculum includes special education, math, language arts, science, health, social studies, computer applications and physical education. The district school offers various athletic activities that include volleyball, soccer, football, basketball and cross country. In addition, the district's schools have cafeterias that provide a variety of breakfast and lunch menus to students. Evergreen Union School District has a site council that works to strengthen public education through parent and community involvement.

What people say about Evergreen Union School District:

“Great school, fantastic team of teachers. I went there as a child as well my own children. Management works well as a team and it shows. Only reason I left was because we moved to Oregon. “

## **Model Program/Practice**

### **Name of Model Program/Practice**

Category 2 - High Quality Teaching and Learning in the Area of Mathematics

### **Summary**

Length of Model Program/Practice: Less than 2 years

One of the greatest needs as outlined in our LCAP, states, “In reflecting on both local and LCFF evaluation rubric, the district has identified several areas in need of greatest improvement. First and foremost are our math scores”. Spec

### **Description**

Elementary teachers are instrumental in laying the groundwork for future success in school. Recent studies have shown that the development of mathematics skills early not only predicts later success in math, but also predicts later reading achievement even better than early reading skills.

Though our CAASPP scores in math have exceeded our school improvement goal of 5% growth (15% from 2015 to 2017) and exceeded the state achievement by 15%, our school-wide data affirms recent studies and our teacher's opinion that our students lack mathematical thinking and reasoning skills, specifically in the area of number sense that will help them succeed throughout their school careers and in the future. These concerns and an analysis of school-wide data were discussed at staff meetings and on collaboration days. Goals based around deepening our knowledge of the California Mathematic Framework, Content Standards, and effective teaching strategies were set and action steps were designed. Our program/practice, “High Quality Teaching And Learning In The Area Of Mathematics”, was born.

Our program has many components based around the premise that we must change how teachers learn, providing structures and experiences that help them embrace their role as a learner. Throughout the past 2 years, our teachers have participated in Math Study Days, Collaborative Lesson Research and Planning, and Lesson Study (researching, collaborating, observing one another, and focused reflection and discussion about the impact of the planned lesson on student learning). Our program is distinguished from the district's model through a school-wide mission, in which teachers are "obsessively learner focused" (targeting each individual student with the skills and practice that he/she needs based on data). Teachers are expected to plan together, use pacing guides as a reference, yet teach units and lessons that fit the assessed needs of each individual student. We have empowered teachers to use a variety of approaches and curriculums to meet the needs of their diverse learners.

Goals of the program:

- Change how teachers learn by creating a culture that relies on learning from and with others.
- Build opportunities to reflect, revise and improve on teaching strategies.
- Innovation in the area of math because when teachers are given opportunities to collaborate on best practices, are provided opportunities to question, learn and explore new methods, and understand the vision, student learning flourishes.
- Teachers gain knowledge of the Mathematical Framework, Mathematical Practice, and Content Standards to help them design rigorous learning experiences in the area of math; creating opportunities for students to wonder, solve problems, ask questions.

Teachers use adopted curriculums, supporting materials, as well as other supplemental resources, to craft math lessons that meet the needs of the learners (create learning experiences tailored to our students).

## **Implementation and Monitoring**

High Quality Teaching And Learning In The Area Of Mathematics was implemented in the Fall of 2016, after analyzing data and determining that our students did not meet the expected 5% growth rate over the previous year as measured by CAASPP results and district approved assessments.

Action Steps:

- Fall of 2016 to present- all teachers participate in Content Study Days; including, but not limited to the in-depth study of Content Standards, Math Progressions, Mathematical Practices, assessments, and research-based teaching strategies.
- January 2017 to present - all teachers participate in Lesson Research and Planning Days which include collaboratively crafting lessons around the Content

Standards, Mathematical Practices, and Math Framework; using adopted curriculum, supporting materials, as well as other supplemental resources.

- January 2017 to present - all teachers participate in Lesson Study, during which grade-level team members deliver the lessons designed during the Planning Day, while the remaining team members and Math Coach observe to examine its impact on students. During these “lesson delivery days”, the lesson is taught two (maybe three) times in different classrooms after analyzing student learning and revising the lesson to implement strategies to improve student learning.
- January 2018-present - T-K through 4th grade teachers meet weekly on Early Release Days to organize math curriculum one grade level to the next (Vertical Alignment).

Our program is closely monitored throughout the year. Students are assessed formally in fluency and mathematical literacy 4 times a year (at the beginning of the year and at the end of each trimester). In addition, classroom teachers administer grade-level assessments and monitor growth on computer based programs on an ongoing basis.

## **Results and Outcomes**

The impact of our program on the above stated LCAP goal, “Increase overall student achievement” in math is measured through state and local assessments. Data shows that we have surpassed our 5% growth rate in math fluency (CBMs) and mathematical literacy (CAASPP and iReady Diagnostic Assessment). The impact of our program on the 2nd LCAP goal, “Creating and maintaining a collaborative and rigorous learning environment for both staff and students in which a continuous learning and growth cycle exists” is measured through our District Leadership Team Survey, given each Spring (starting in 2016). Data collected from the survey also reflects positive growth.

Increasing overall student achievement:

- **MATH CAASPP DATA:**
  - 2015 - 38% of all 3rd and 4th grade students met/exceeded the standard
  - 2016 - 39% of all 3rd & 4th grade students met/exceeded the standard
  - 2017- 53% of all 3rd & 4th grade students met/exceeded the standard
  - Increase of 15%
- **MATH CBM DATA:**
  - 2015/2016 – 58% of all 1st–4th grade students met/exceeded the fluency benchmark

2016/2017 – 60% of all 1st–4th grade students met/exceeded the fluency benchmark

November 2017 - 74% of all 1st–4th grade students met/exceeded the fluency benchmark

Increase of 14%

- MATH IREADY DATA:

2015/16 -data not available

August 2016 - 12% of all K–4th grade students are on/above level

June 2017 - 64% of K–4th grade students are on/above level

Increase of 52%

Creating and maintaining a collaborative and rigorous learning environment for both staff and students in which a continuous learning and growth cycle exists:

- DISTRICT LEADERSHIP SURVEY DATA in the area of Collaboration (changing how teachers learn by creating a culture that relies on learning from and with others)

2016- 66% of teachers reported that collaboration to improve student learning and plan lessons was “almost always true or often true”

2017 - 78% of teachers reported that collaboration to improve student learning and plan lessons was “almost always true or often true”

Increase of 12%

- DISTRICT LEADERSHIP SURVEY DATA in the area of Monitoring Teaching And Learning (building opportunities to reflect, revise and improve on teaching strategies)

2016- 55% of staff reported that reflection on practices and peer feedback as a tool to improve instruction was “almost always true or often true”

2017- 60% of staff reported that reflection on practices and of peer feedback as a tool to improve instruction was “almost always true or often true”

Increase of 5%

- DISTRICT LEADERSHIP SURVEY DATA in the area of Curriculum And Instruction Aligned With Standards (teachers gaining knowledge of the Mathematical Framework, Mathematical Practice, and Content Standards to help them design rigorous learning experiences in the area of math)

2016- 74% of staff report that they have a thorough understanding of CCSS and use them to craft relevant lessons

2017- 84% of staff report that they have a thorough understanding of CCSS and use them to craft relevant lessons

Increase of 10%