

## **Golden Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 30666476030035

County: Orange

District (Local Educational Agency): Placentia-Yorba Linda Unified

School: Golden Elementary School

### **Demographics**

Enrollment: 821 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

### **Overview**

Golden Elementary, home of the Eagles, has a long tradition of providing a comprehensive, nurturing, and safe educational environment where children thrive. Located in northern Orange County, in Placentia, California, Golden currently has 821 students enrolled in its K–6 program.

Golden celebrates diversity. Our campus population includes special education students, English learners (EL), Gifted and Talented (GATE) students, and general education students. Our ethnic blend consists of 29% Caucasian, 1% American Indian, 44% Asian, 16% Hispanic, 3% Filipino, 1% African American, and 6% Multi-ethnic.

Golden's mission is to provide a high-quality, challenging educational program which focuses on mastery of basic skills, use of technology, development of critical thinking, and effective communication. Our goal is to foster an understanding of responsible citizenship and a desire for lifelong learning.

Our professional and dedicated staff leads the way in implementing California State Content Standards. Through a rigorous curriculum and technology-rich environment,

students' needs are addressed in language arts, math, social science, science, visual and performing arts, physical education, and health. Our highly trained, fully credentialed teachers utilize strong instructional practices, monitoring and evaluation, and positive behavior management to challenge, engage, and motivate students. Through Professional Learning Communities (PLC) teachers collaborate to analyze and evaluate curriculum and data. In addition, our staff attends workshops and trainings through our Professional Development Academy.

A key goal is to create an atmosphere in which every student will SHINE (be Safe, Here, Inclusive, Nurturing, and Exceptional). Students with disabilities, EL students, and GATE students flourish. Many of our students participate in PAL (Peer Assistance Leadership), promoting a positive school climate. Student valets provide a safe environment for students arriving at school. Cross-Age Buddies, Student Council, and Principal Council programs foster pride and encourage citizenship. Students are recognized for their contributions to our school's community through assemblies and Golden Eagle awards.

Parent involvement is an integral part of the success of Golden's students. Volunteers dedicate countless hours each year to enrich our students' learning environment. The PTA sponsors grade level field trips and Walk-Through assemblies where students interact with history. Other PTA programs include Meet the Masters, Accelerated Reader, Family Nights, Book Fairs, Art Docent, Jog-a-thon, Imagination Machine, Science Night, and Spring Carnival. The PTA and business partners also provide donations of chromebooks, emergency supplies, and instructional materials.

Known for its academic success and friendly atmosphere, Golden's dedicated staff, in partnership with Golden's families and community, has made Golden Elementary a place where ALL students SHINE!

## **Model Program and Practices**

Name of Model Program/Practice: Mathematicians in the Making

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development

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, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## Description

At Golden, we expect that all students will demonstrate continued and improved academic achievement. The philosophy of our model has evolved organically over the years as we continue to look for best practices and innovative ideas that benefit all student groups and advance our already high academic achievement. Because students enjoy learning and are actively engaged, Golden has a very low absentee rate of 2.4%. With 86.78% of all students in grades 3–6 who have met or exceeded math standards on the Smarter Balanced Assessment, we continue to strive for 100%, which is why our staff has created a multi-tiered mathematical model.

Golden's high-quality dynamic instruction extends beyond the school day for those in need of additional intervention. Engaging all learners requires targeting clear standard based objectives and includes measurable outcomes. Whether it's a lesson from our adopted math textbook or a project-based learning activity such as building a zoo in our sixth grade classrooms, students excitedly thrive. Daily differentiation may include scaffolds for lessons, movement of students into a math class that challenges or supports, teacher math class notes emailed home, websites with video links and assignments, and modifying of word problems to increase rigor. An itinerant math teacher provides accelerated math instruction to 6th graders in our 6/7 math class and also allows us to provide a 7/8 math class on our elementary campus. Teachers regularly supplement instruction from our core text using sources such as Cognitively Guided Instruction (CGI) in lower grades and Extending Children's Mathematics (ECM) in upper grades. Chromebooks purchased by PTA allow regular access to publisher websites where students complete homework, take quizzes, and access resources to get immediate feedback and tutorials.

When data reveals students need additional support, teachers in grades one through six provide instruction that extends beyond the school day with our innovative after-school program. Teachers provide small group (10 students), intensive 6-week sessions two to three times a year to target basic skills. Students are identified using District fluency tests, classroom quizzes, and formative assessment. Each session may include different students. Funding for this after-school intervention comes from our school's supplemental funds as prioritized in our school's LCAP. The goal is to extend these identified students' day for an hour to allow them additional opportunities to master mathematical concepts improving math performance and success. This includes our Hispanic students which is our largest targeted student group.

Additionally, EL students in grades one through six can attend an after-school homework club two times a week. This program provides additional supports for students who have questions with homework, including math, from a credentialed teacher. This is also funded using supplemental funds as indicated in our school's LCAP.

## Implementation and Monitoring

Golden parents are consistently engaged in their child's math growth. Home-School Connection letters are sent home at the beginning of each new unit explaining upcoming skills and concepts. Parents support teachers and students by volunteering with small group instruction on conceptual foundation skills, multiplication, and division facts. Parents of younger students assist with celebrating the 100th day of school, while at-home math tool kits provide primary students with content support throughout the year. Online math programs such as TenMarks, Think Central, and Big Ideas provide additional reinforcement of daily lessons at home. Upper grade parents can monitor results of their child's unit tests and quizzes online.

Math progress is shared at conferences each fall with achievement and benchmark data. District math teachers on special assignment (TOSA) create district assessments for each grade level for teachers to administer and monitor results. District fluency tests assess counting/cardinality and operation/algebraic thinking skills. District Performance Tasks assess students' ability to apply skills to real-life problem solving. Parents are informed twice per year on student growth, mastery of benchmark skills, and math placement for each successive year. The PYLUSD Math Pathway posted on the district's website illustrates the continuum of math courses from fifth grade through high school graduation. Trimester results in focus areas are shared with the PTA, School Site Council, and district personnel to track progress. Teacher websites and emails provide additional information. This creates an environment of community engagement and support.

After four years of implementation of our math curriculum, Golden teachers have refined delivery of instruction to meet students' needs and enrich their math experiences. In the shift from rote memorization, communication, collaboration, and critical thinking have become the order of the day in our math classes. Capacity-building activities continue to be a priority as demonstrated by a Golden teacher who is an instructional coach for the effective use of the online resources provided by our adopted series. In addition, another Golden teacher has been a member of the District Math Task Force for four years, which enables open two-way communication between District expectations and protocols and our site program.

Golden teachers' practice is to review and evaluate our program's effectiveness by examining student achievement. The efficacy of our outstanding program is demonstrated by our varied measurement methods and the impressive Smarter Balanced Assessment scores of Golden students.

## Results and Outcomes

Golden's data speaks for itself. In looking at student achievement, math scores continue to exceed District standards. In 2014–15, 80% of our students met or exceeded overall math standards according to CAASPP Results, and only 6% of Golden's students did not meet state standards. After two years with our newly developed math model focused on student improvement, overall math scores have increased. In 2016–17, 87%

of students met or exceeded standards which is 7% growth, and only 3% of students failed to meet the standards which also showed improvement.

By focusing our efforts on furthering student outcomes regarding knowledge of concepts and procedures, data show that students who attended the six-week, after-school math intervention program increased their achievement scores from 12% to 41% mastery. Results in their targeted skill areas were measured by pre- and post-assessments.

Additionally, when focusing on our Hispanic population, 45% of these students had either nearly or not met standards in math in 2014–15. As a result of our model program, in 2017, 22.36% had nearly or not met standards. This shows a phenomenal growth of 22.64% of students who moved into the meeting standards category, clearly closing the achievement gap between targeted and non-targeted subgroups.

Monitoring and assessment results continuously drive our programs and instruction. As we update our LCAP annually, teachers analyze new data and discuss next steps. This drives the formation of new teacher goals and objectives focused on modification and/or acceleration for the greatest impact on student success. A trademark of the Golden staff is to collaboratively communicate through PLC teams to determine best practices, delivery of a high quality educational program and ensure continuous improvement for all students.