

Evergreen Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 52715226053516

County: Tehama

District (Local Educational Agency): Evergreen Union

School: Evergreen Elementary School

Demographics

Enrollment: 572 students

Location Description: Rural

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Evergreen Elementary School is part of a five-school district in northern Tehama County. We are a Title 1 school serving approximately 600 students (61% socioeconomically disadvantaged, 13 foster youth, 39 homeless, and 26 ELL), Pre-K to 4th Grade. We are a school with a legacy of excellence, receiving both national and state awards, but most importantly, a place where students, staff, and community members feel valued, known, heard and understood. We have a hard working staff who is dedicated to continuing this legacy on a daily basis, focusing on the development of lifelong learning skills in a warm, welcoming, joyful environment which fosters academic and social growth.

At Evergreen Elementary, a great deal of emphasis is placed on rigorous foundational math and reading skills, as well as experiences that help our students develop strong writing, critical-thinking, problem-solving, and creative skills. The staff recognizes that making learning meaningful to the students enhances engagement and growth.

Therefore, subjects are presented in thematic or integrated units whenever possible. Along with academics, Evergreen Elementary offers music and physical education to all students. Our mission is to provide the foundation and encouragement for all students to achieve their social, physical, and academic potential in a safe, nurturing and positive environment.

Model Program and Practices

Name of Model Program/Practice: High Quality Teaching And Learning In The Area Of Mathematics

Length of Model Program/Practice: Less than 2 years

Target Area(s): Closing the Achievement Gap, Professional Development, Science, Technology, Engineering, and Mathematics

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: Small Learning Communities, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

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:

1. Change how teachers learn by creating a culture that relies on learning from and with others.
2. Build opportunities to reflect, revise and improve on teaching strategies.
3. 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.
4. 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.
5. 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:

1. 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.
2. 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.

3. 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.
4. 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.

In the area of 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 benchmark
- 2016/2017–60% of all 1st–4th grade students met/exceeded the benchmark
- November 2017-74% of all 1st–4th grade students met/exceeded the 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%

In the area of creating and maintaining a collaborative and rigorous learning environment 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%