



Evergreen Elementary School

An Oregon Title I School of Merit

520 W. River Road • Cave Junction, Oregon 97523 • (541) 592-3136 • Fax (541) 592-3186

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Board Report for Evergreen Elementary School – Trimester #1 2010/2011

The staff at Evergreen Elementary School has begun this year with an intense focus, dedication to quality instruction and a positive sense of urgency. We did not meet AYP last year in the area of math. Specifically we did not meet in the sub-group of students with disabilities. School wide we have been focused on the improvement of math instruction for all students. This year also marks a renewed effort in the area of PBIS at Evergreen. Our program has thrived over the past four years, but at the same time it is four years old and in need of innovation.

Math instruction at Evergreen has never been better! In talking with the staff, both certified and classified, I truly believe that everyone is invested and focused on the task at hand. We have allocated educational assistant time to math practice, skill refinement and double dosing. Our hope is to keep students in the regular classroom whenever possible, exposing them to the regular education curriculum and concepts. Our targeted math assistance (TMA) time in the afternoons is our opportunity to reinforce and re-teach basic math concepts.

We began this year's OAKS testing with math shortly after the testing window opened. We had very positive results early on, but then the RIT scores changed. We have far fewer students in the MET category following the score increase. Even with the less than positive news, the staff is still keeping a positive attitude.

PBIS is stronger than ever at Evergreen Elementary this year. We have split our PBIS team into two independent groups to better meet the needs of the school. We have a Green Zone team, dedicated to our green zone activities and recognition programs. The GZT focuses on how to best reinforce the behavior of students who consistently do the right thing. They plan our green zone assemblies, monitor our eagle reward program and plan attendance recognition. Our other team is the Data Team. We are dedicated to the regular analysis of discipline data and the development of red zone interventions. The Data Team looks at discipline data twice per month and recommends adjustments or modifications to our PBIS program school-wide. The other function of the team is to meet with teachers who are experiencing behavior difficulties with students that exceed their classroom system capacity. We meet with individual teachers and listen to what they are experiencing with a particular student. The team then brainstorms with the teacher various red zone intervention strategies that address the issues being presented by the student. The staff has been incredibly grateful for this process.

Even with all of the “white noise” surrounding all of us in regards to financial woes and slow negotiations, the staff at Evergreen is on the move. They have retained an impressively positive attitude and managed to keep the most important things important through it all. I am proud of the people I serve here at Evergreen and honored to be their principal.

Respectfully Submitted,

David Valenzuela

