

**Evergreen School District No. 50
East Evergreen Elementary School
Home of the Wolverines**



**DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2020-2021**

**EVERGREEN SCHOOL DISTRICT NO. 50
 EAST EVERGREEN ELEMENTARY SCHOOL
 2020-2021 District Goals and School Improvement Plan**

GOAL 1: To Improve Student Achievement and Learning			
Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
<p>a. Increase student achievement in reading through grouping strategies and summative assessment practices.</p> <p>b. Increase student achievement in math through grouping strategies and summative assessment practices.</p>	<p>2019-2020 Course Proficiency ELA: 45.4% Math: 59.6%</p> <p>aimswebPlus (Fall 2020): ELA: 21.2% Math: 24.8%</p> <p>2018-2019 Smarter Balance Proficiency: ELA State: 50% East: 46.7% Math State: 41.9% East: 46.1%</p> <p>2019-2020 ELEOT: High Expectations 3.15 out of 4 Active Learning 3.10 out of 4 Progress Monitoring 3.04 out of 4</p>	<p>Grade Level Planning Meetings</p> <p>Instructional Coach Support</p> <p>Progress Monitoring in aimswebPlus</p> <p>Monthly Professional Learning focused on Grouping Strategies and Summative Assessment practices</p>	<p>Increased Proficiency in: Course, aimswebPlus, SBA, by subgroup</p> <p>Progress Monitoring in: Istation, aimswebPlus, SBA Interims, MTSS folders, and IXL</p> <p>ELEOT Observations: High Expectations, Active Learning, and Progress Monitoring</p> <p>Observation feedback specific to the application of Grouping Strategies and Summative Assessment practices</p>

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GOAL 2: To Improve Systematic Analysis and Allocation of Resources

Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
<p>a. Enhance schoolwide MTSS process through goal setting and progress monitoring.</p>	<p>2019-2020 Course Proficiency ELA: 45.4% Math: 59.6%</p> <p>aimswebPlus (Fall 2020): ELA: 21.2% Math: 24.8%</p> <p>2018-2019 Smarter Balance Proficiency: ELA State: 50% East: 46.7% Math State: 41.9% East: 46.1%</p> <p>Over 20% of students receive special education services based on their IEP</p> <p>Approximately 10% of students are served through MTSS</p>	<p>Grade Level Planning Meetings</p> <p>Instructional Coach Support</p> <p>Diagnostic Report of student learning needs</p> <p>Monthly MTSS Meetings</p>	<p>Increased Proficiency in: Course, aimswebPlus, SBA by subgroup</p> <p>Monthly review of student goals and progress monitoring data in MTSS folders.</p> <p>Monthly review of student needs and adjust paraprofessional schedules/supports as needed</p>
<p>b. Create and maintain a staff resource room to provide organized access to EK-4 curriculum resources and assessment materials.</p>	<p>Curriculum and assessment resources have been housed in multiple locations throughout our building making it difficult for staff to access needed resources to differentiate instruction for the wide range of learners within the classroom</p>	<p>Grade level planning meetings</p> <p>Instructional Coach Support</p> <p>Paraprofessional Support in gathering, moving, and organizing materials</p> <p>Books shelves or cabinets for grade level material organization</p>	<p>Remove obsolete technology from Staff Resource room to accommodate shelving/cabinets for grade level resources</p> <p>Grade level curriculum materials relocated from hallways and other storage areas to Staff Resource Room</p> <p>Curriculum materials organized by grade level</p> <p>Barcode staff resources to ensure accurate inventory</p>

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GOAL 3: To Improve Climate and Culture			
Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
a. Implement Review 360, a behavior management and assessment tool, to determine student behavior needs and intervention supports.	2018-2019 Discipline Referrals: 49% occurred during lunch/recess 2018-2019 Student Perception Data: Purpose and Direction 2.79 out of 3 2019-2020 Discipline Referrals: 366 Google Doc responses 2018-2019 Discipline Referrals: 103	Staff training from Review 360 in implementing and utilizing Review 360 tools to document and analyze data. Clear EBI expectations and implementation of recess expectations, KIT Cards, and Universals Ongoing training and feedback for paraprofessionals to support active supervision and student redirection. EBI time to analyze Review 360 data and create positive solution and outcomes to address areas of concerns	Parent Perception Survey Staff Perception Survey SLT Created: Review 360 Implementation Staff Survey Reduction in student discipline referrals during lunch and recess Reduction in student discipline referrals

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Additional Target Areas and/or Information:

1. Increase parent communication by using district wide digital platforms: Remind, Google Classroom, Google Meet, District Website, and Constant Contact.