

Evergreen School District No. 50
Evergreen Junior High School
Home of the Wolverines



DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2020-2021

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH 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
a. Increase student achievement in reading and mathematical fluency through differentiation and targeted interventions.	<p>2019-2020 Incomplete Course Proficiency: ELA: 44% Math: 62%</p> <p>2018-2019 Smarter Balance Proficiency: ELA State: 50% JH: 47.6% Math State: 41.9% JH: 41.6%</p> <p>2019-2020 aimswebPlus Proficiency: ELA: 62% Math: 60%</p> <p>AdvancED Opportunity for Improvement #2 recommends a process to assess the effectiveness of programs and ensure alignment of standards and best practices promoting increased student achievement</p>	<p>Training on aimswebPlus data breakdown by skills</p> <p>Monthly/Grade Level Meeting Agendas</p> <p>Training on MTSS data collection procedures</p>	<p>Increased Proficiency in: Course, aimswebPlus, SBA by subgroup</p> <p>Progress Monitoring in: IXL, aimswebPlus, SBA Interims, and MTSS folders</p> <p>Quarterly Tiered Movement in Connection Classes</p>
b. Increase remote student participation and academic achievement.	<p>22 students currently in connections classes are remote (18% of connections)</p> <p>59 students are working remotely (21% of students)</p>	<p>Parent/Student/Staff meetings to increase remote engagement</p>	<p>Increased student attendance in remote learning</p> <p>Remote learners course proficiency compared to on-site learners</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
a. Create and maintain a curriculum resource center.	Inconsistent application/use of curriculum materials Lack of access to materials not being utilized by others (great resources sitting in closets)	Barcode Inventory Building-wide training on checkout procedures Building –wide tour and exploration	Data on checkout of materials Creation and organization of curriculum center
b. Analyze the implementation of core connections and extension classes and the utilization of curriculum resources.	2019-2020 Incomplete Course Proficiency: ELA: 44% Math: 62% 2018-2019 Smarter Balance Proficiency: ELA State: 50% JH: 47.6% Math State: 41.9% JH: 41.6% 2019-2020 Incomplete AimswebPlus Proficiency: ELA: 62% Math: 60% AdvancED Opportunity for Improvement #2 recommends a process to assess the effectiveness of programs and ensure alignment of standards and best practices promoting increased student achievement	On-going support for aimswebPlus disaggregation Program specific support and training	Increased Proficiency in: Course, aimswebPlus, SBA by subgroup Progress Monitoring in: aimswebPlus, SBA Interims, and MTSS folders Quarterly Tiered Movement in Connection Classes

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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. Create behavioral MTSS processes and procedures that include communication, creation, and implementation of behavior plans.	Discipline Referrals: 2019-2020: 260 for ¾ year 2018-2019: 476	MTSS procedures creation and training by MTSS team on procedures Outreach to outside resources to support struggling students (team approach)	Reduction in student discipline referrals Number of behavior plans implemented Creation of MTSS behavior folders for students in need
b. Consistently enforce school wide policies and procedures (determine non-negotiables and implement monthly grade level review of behavior data).	Discipline Referrals: 2019-2020: 260 for ¾ year 2018-2019: 476 Classroom behavioral data 2019-2020 Student Perception: 53% of students reported students are treated with respect 55% of students report students treat adults with respect 53% of students report at least one adult knows them well	Monthly data review with grade levels Determine non-negotiables with EBI/MTSS committees	Reduction in student discipline referrals Student Perception data Classroom behavioral data
c. Increase student advisory time to twice a week, teaching and reinforcing respect (person to person and person to property).	Discipline Referrals: 2019-2020: 260 for ¾ year 2018-2019: 476 2019-2020 Student Perception: 53% of students reported students are treated with respect 55% of students report students treat adults with respect 53% of students report at least one adult knows them well	Utilization of PBIS program Online resources	Student Perception data IC Behavioral data

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Additional Target Areas and/or Information:

1. Implement ELEOT follow through meetings by administration with all certified staff quarterly.
2. Continue to collaborate with outside community resources to support students and building initiatives.
3. Increase communication with parents through the use of Constant Contact to help support instructional practices and procedures during the COVID-19 pandemic.