

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



**DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2021-2022**

**EVERGREEN SCHOOL DISTRICT NO. 50
 EAST EVERGREEN ELEMENTARY SCHOOL
 2021-2022 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 implementing higher order thinking skills, balanced assessment practices, and targeted use of Student Data and Support Specialists.</p> <p>b. Increase student achievement in math through implementing higher order thinking skills, balanced assessment practices, and targeted use of Student Data and Support Specialists.</p>	<p>2020-2021 Course Proficiency: ELA: 49% Math: 59%</p> <p>Fall 2021 aimswebPlus Proficiency: ELA: 56% Math: 66%</p> <p>2020-2021 Smarter Balance Proficiency: ELA State: 46.4%; East: 35.6% ELA 3rd State 43.7%; East 35.9% ELA 4th State 46.1%; East 35.2% Math State: 35.6%; East: 26.7% Math 4th State 43.7%; East 34.4% Math 4th State 40.0%; East 19.7%</p> <p>2020-2021 ELEOT: High Expectations 3.29 out of 4 Active Learning 3.19 out of 4 Progress Monitoring 3.15 out of 4</p> <p>AdvancED Learning Capacity Domain: Educators implement a curriculum that is based on high expectations and prepares learners for the next levels: Emerging</p>	<p>Grade Level Planning Meetings</p> <p>Consistent Collaboration with Student Data and Support Specialists</p> <p>Instructional Coach Support</p> <p>Progress Monitoring in aimswebPlus</p> <p>Monthly Professional Learning focused on Higher Order Thinking Skills and Balanced Assessment Practices</p>	<p>Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA</p> <p>Progress Monitoring in: eSpark, aimswebPlus, SBA Interims, MTSS folders, IXL</p> <p>ELEOT Observations: High Expectations, Active Learning, and Progress Monitoring</p> <p>Observation feedback to measure application of Higher Order Thinking Skills and Balanced 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. Develop a schoolwide MTSS process through data driven goal setting and targeted progress monitoring.</p>	<p>2020-2021 Course Proficiency: ELA: 49% Math: 59%</p> <p>Fall 2021 aimswebPlus Proficiency: ELA: 56% Math: 66%</p> <p>2020-2021 Smarter Balance Proficiency: ELA State: 46.4%; East: 35.6% ELA 3rd State 43.7%; East 35.9% ELA 4th State 46.1%; East 35.2% Math State: 35.6%; East: 26.7% Math 4th State 43.7%; East 34.4% Math 4th State 40.0%; East 19.7%</p> <p>2021-2022 Students with IEP: 20%</p> <p>2021-2022 Students with MTSS: 15%</p>	<p>Grade Level Planning Meetings</p> <p>Instructional Coach Support</p> <p>Diagnostic Report of Student Learning Needs</p> <p>Consistent Collaboration with Student Data and Support Specialists (to identify ‘just right’ intervention needs, intentional goal setting, targeted progress monitoring, and flexible grouping)</p> <p>Monthly MTSS Meetings</p>	<p>Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA</p> <p>Progress Monitoring in: eSpark, aimswebPlus, SBA Interims, MTSS folders, IXL</p> <p>Monthly Review of Targeted Measureable Student Goals and Progress Monitoring Data in MTSS folders</p>
<p>b. Maintain a staff resource room to provide organized access to EK-4 curriculum and assessment resources.</p>	<p>Lack of organization and accessibility to curriculum resources and assessment materials</p> <p>Lack of staff knowledge of available intervention resources</p>	<p>Grade Level Planning Meetings</p> <p>Instructional Coach Support</p> <p>Barcode Staff Resources to Ensure Accurate Inventory</p> <p>Teacher and Staff Support in Maintaining Organization of Curriculum Materials</p> <p>Staff Support in Maintaining Cleanliness of Space (to ensure access for meetings, locating items, and use of other resource materials)</p>	<p>Curriculum Materials Organized by Grade Level and/or Content Area</p> <p>Increased Access and Use of Curriculum Resources and Assessment Materials</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
<p>a. Continue to implement Review 360, a behavior management and assessment tool, and utilize embedded tools to support student behavior needs.</p> <p>b. Implement Stop, Walk, Talk conflict management strategies with students to promote productive peer resolutions when conflict occurs.</p> <p>c. Utilize the East Evergreen Behavior/Discipline Management Program and implement the Observed Problem Behavior flow chart to better support staff and students.</p>	<p>2020-2021 Discipline Referrals: 260</p> <p>2020-2021 Discipline Referrals: 47.3% Classroom 36.5% Lunch/Recess</p> <p>2020-2021 Student Perception Data: 18 student comments referencing bullies, bullying, meanness, disrespect</p> <p>2020-2021 Staff Perception Data: 10 staff comments referencing disruptive student behaviors</p>	<p>Continued Review 360 Staff Training (to utilize and implement embedded tools to identify appropriate interventions and support student social emotional needs)</p> <p>Staff Training on Stop, Walk, Talk Conflict Management Strategies</p> <p>Staff Teaching Stop, Walk, Talk Conflict Management Strategies to Students and Continually Revisit and Reteach throughout the Year</p> <p>Ongoing Training and Feedback for Paraprofessionals (to support active supervision and student redirection)</p> <p>EBI Team Student Behavior Matrix for All Areas of Building (along with reviewing school wide Universals)</p>	<p>Reduction in Student Discipline Referrals during Lunch and Recess</p> <p>Reduction in Student Discipline Referrals in Classroom</p> <p>Staff Survey Regarding Implementation of Stop, Walk, Talk Conflict Management Strategies</p> <p>Staff Perception Survey</p> <p>Student Perception Survey</p>

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Additional Target Areas and/or Information:

1. Provide weekly parent communication by using district wide digital platforms: District Website, Social Media Sites, Constant Contact, Remind, Google Classroom, and Google Meet.
2. Provide opportunities for parent involvement in classrooms and/or school activities.