



# EVERGREEN

## SCHOOL IMPROVEMENT PLAN REVIEW

2024-2025

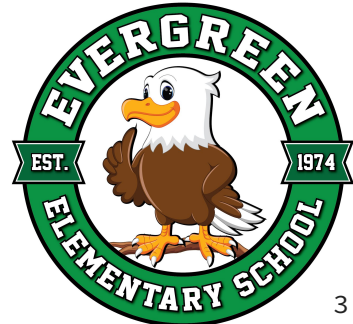
# GOAL 1

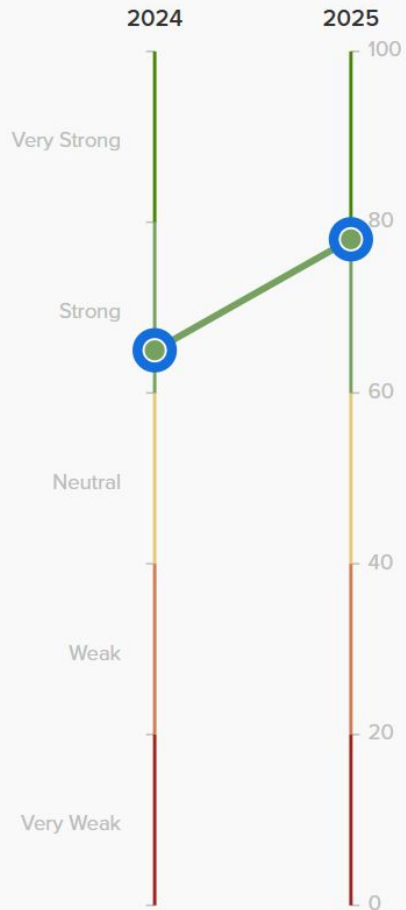
Increase the capacity of staff members to address the many different needs of evergreen students, socially and emotionally through the use of morning meetings, second step lessons, champs and targeted social work lessons. School-wide behavior expectations for monitoring and addressing student conduct and behavior will be utilized consistently throughout the school with staff members.



# MORNING MEETINGS

- 5 days a week/ 20 minutes per day
- Led by general education teachers
- Specials teachers pushed into specific classrooms
- Second Step Lessons taught during this time
- Targeted specific skills needed by that classroom
- Social workers modeled restorative practices
- Build classroom trust and community





Measure	Change	Performance	Essential	Respondent
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<b>Student-Teacher Trust</b>	+ 13	78 Strong	 Supportive Environment	Student
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[+ NOTE](#)

This component does not have an overview yet. You should use HTML in this field!

- A point
- Another point

Please replace me!

Students report:

[Expand All](#)

My teachers always keep their promises.



My teachers treat me with respect.



I feel safe with my teachers at this school.



I feel comfortable with my teachers at this school.



My teachers always listen to students' ideas.





# STAFF RESOURCES/TRAINING

	<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>
<b>Activation Instructions</b>	SSPK H8A9 4L8H	SSP1 SR88 7Y9S	SSP2 8M4W K62N	SSP3 V4K2 YM99	SSP4 3DN2 9KC6
	Unit :1 Skills for Learning	Unit :1 Skills for Learning	Unit :1 Skills for Learning	Unit :1 Skills for Learning	Unit 1: Empathy and Skills for Learning
	Unit 2: Empathy	Unit 2: Empathy	Unit 2: Empathy	Unit 2: Empathy	Unit 2: Emotion Management
	Unit 3: Emotion Management	Unit 3: Emotion Management	Unit 3: Emotion Management	Unit 3: Emotion Management	Unit 3: Problem Solving
	Unit 4: Problem Solving	Unit 4: Problem Solving	Unit 4: Problem Solving	Unit 4: Problem Solving	
<b>Family Letters (go home before implementation)</b>	<a href="#">Kindergarten Family Letter</a>	<a href="#">First Grade Family Letter</a>	<a href="#">Second Grade Family Letter</a>	<a href="#">Third Grade Family Letter</a>	<a href="#">Fourth Grade Family Letter</a>
<b>Lesson #</b>					
1	Learning to Listen	Listening to Learn	Being Respectful	Being Respectful Learner	Empathy and Respect
2	Focusing Attention	Focusing Attention	Focusing Attention and Listening	Using Self-Talk	Listening with Attention
3	Following Directions	Following Directions	Using Self-Talk	Being Assertive	Being Assertive
4	Self-Talk for Staying on Task	Self-Talk for Learning	Being Assertive	Planning to Learn	Respecting Similarities and Differences
5	Being Assertive	Being Assertive	Identifying Feelings	Identifying Others' Feelings	Understanding Complex Feelings
6	Feelings	Identifying Feelings	Learning More About Feelings	Understanding Perspectives	Understanding Different Perspectives
7	More Feelings	Looking for More Clues	Feeling Confident	Conflicting Feelings	Conversation and Compliments
8	Identifying Anger	Similarities and Differences	Respecting Different Preferences	Accepting Differences	Joining In
9	Same or Different?	Feelings Change	Showing Compassion	Showing Compassion	Showing Compassion
10	Accidents	Accidents	Predicting Feelings	Making Friends	Introducing Emotion Management
11	Caring and Helping	Showing Care and Concern	Introducing Emotion Management	Introducing Emotion Management	Managing Strong Feelings
12	We Feel Feelings In Our Bodies	Identifying Our Own Feelings	Managing Embarrassment	Managing Test Anxiety	Calming Down Anger
13	Managing Frustration	Strong Feelings	Handling Making Mistakes	Handling Accusations	Managing Anxiety
14	Calming Down Strong Feelings	Calming Down Anger	Managing Anxious Feelings	Managing Disappointment	Avoiding Jumping to Conclusions
15	Handling Waiting	Self-Talk for Calming Down	Managing Anger	Managing Anger	Handling Put Downs
16	Managing Anger	Managing Worry	Finishing Tasks	Managing Hurt Feelings	Solving Problems, Part 1
17	Managing Disappoint- ment	Solving Problems, Part 1	Solving Problems, Part 1	Solving Problems, Part 1	Solving Problems, Part 2
18	Handling Being Knocked Down	Solving Problems, Part 2	Solving Problems, Part 2	Solving Problems, Part 2	Making a Plan
19	Solving Problems	Fair Ways to Play	Taking Responsibility	Solving Classroom Problems	Solving Playground Problems
20	Inviting to Play	Inviting to Join In	Responding to Playground Exclusion	Solving Peer Exclusion Problems	Taking Responsibility for Your Actions

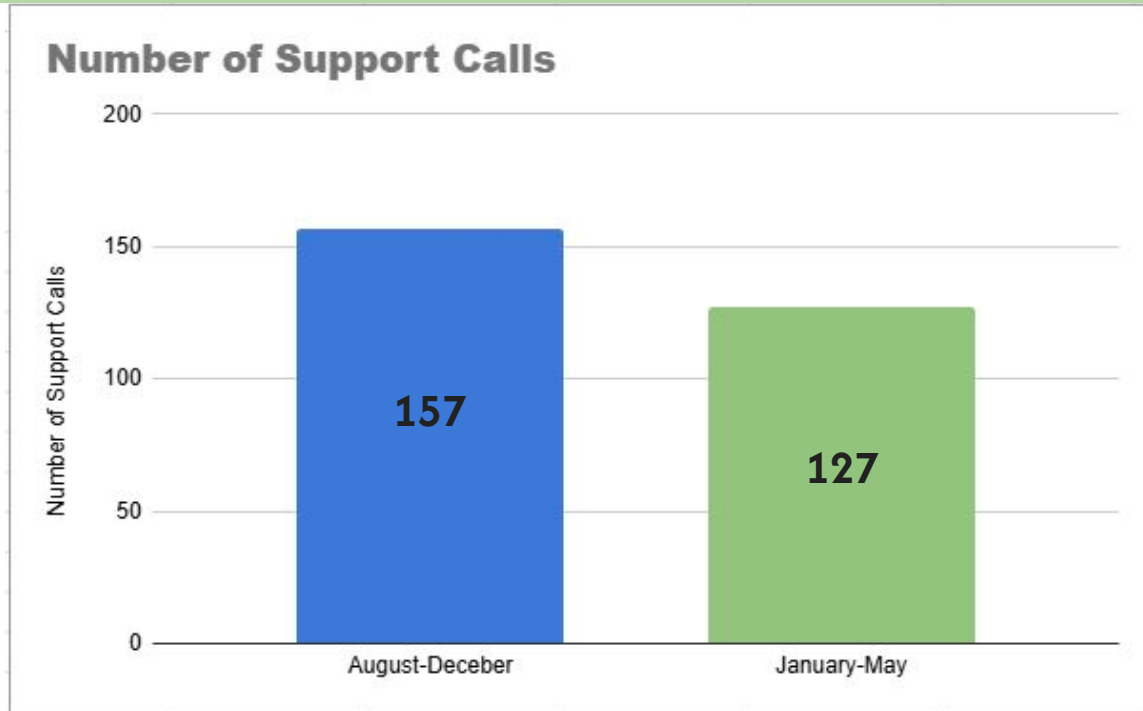


# STAFF RESOURCES/TRAINING

- SASED trained staff on CHAMPS
  - C: Conversation*
  - H: Help*
  - A: Activity*
  - M: Movement*
  - P: Participation*
  - S: Success*
- Mental Health Team trained staff on de-escalation strategies
- Mental Health Team trained staff on the use of calming corners
- Mental Health Team trained and shared resources on Morning Meetings
- Created a resource library for staff to reference

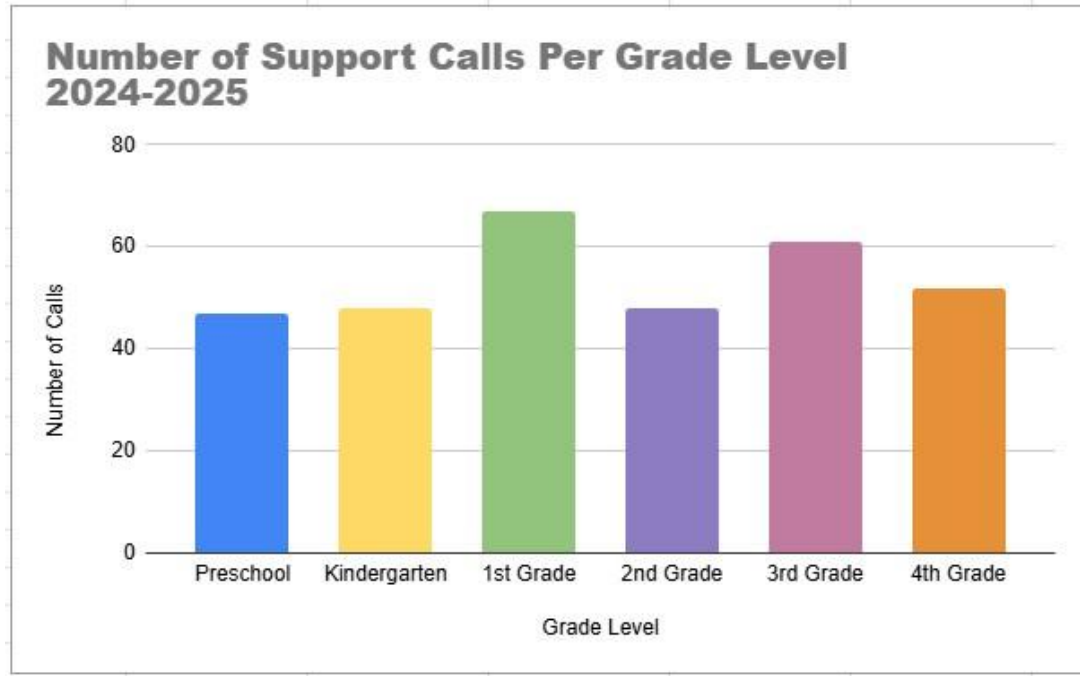


# SUPPORT CALLS





# SUPPORT CALLS BY GRADE LEVEL

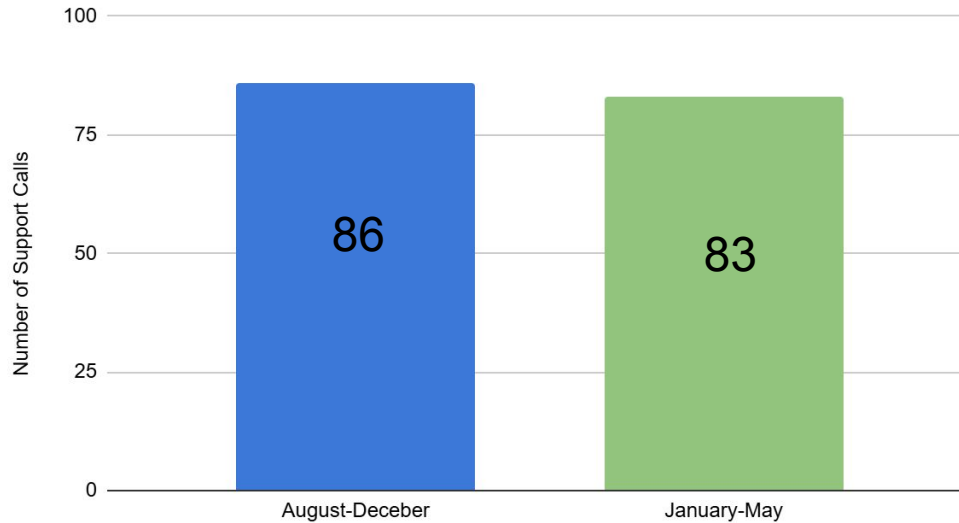






# REFERRALS BY GRADE LEVEL

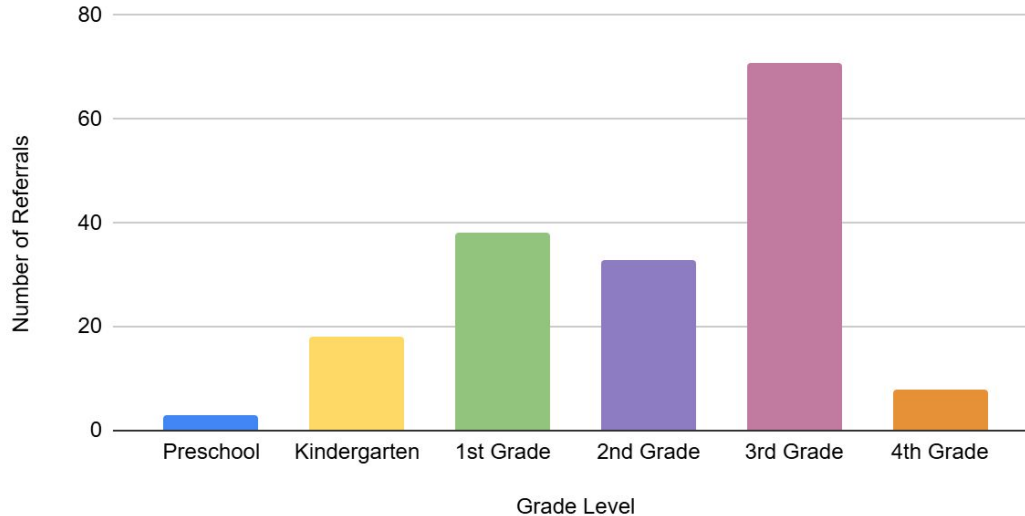
**Number of Level 3 Referrals**





# REFERRALS BY GRADE LEVEL

**Number of Level 3 Referrals Per Grade Level  
2024-2025**





# TOP BEHAVIORS THAT WERE TARGETED

- ☐ Inappropriate/unsafe physical contact
- ☐ Disrespectful behavior
- ☐ Inappropriate verbal comments
- ☐ Bathroom Behavior (Grade 1)



# TIER 2 AND 3 INTERVENTIONS

- Based on support call logs and Level 3 behavior referrals, 11 students were identified as needing Tier 2 or Tier 3 SEL interventions.
- Following the implementation of these interventions, 6 out of the 11 students (55%) demonstrated a marked decrease in support needs, indicating a positive response to the targeted strategies.
- Third Grade: A single case involved elevated support needs, including multiple support calls and Level 3 referrals.



# NEXT STEPS

- ☐ Continuing Morning Meetings
- ☐ Continuing Second Step lessons
- ☐ CHAMPS continuation training for staff
- ☐ Continuing Calming Corners
- ☐ Continuing tracking and analysis of support call and behavior referral data
- ☐ Extended training for lunchroom supervisors and staff on behavior interventions and preventative approaches

# GOAL 2

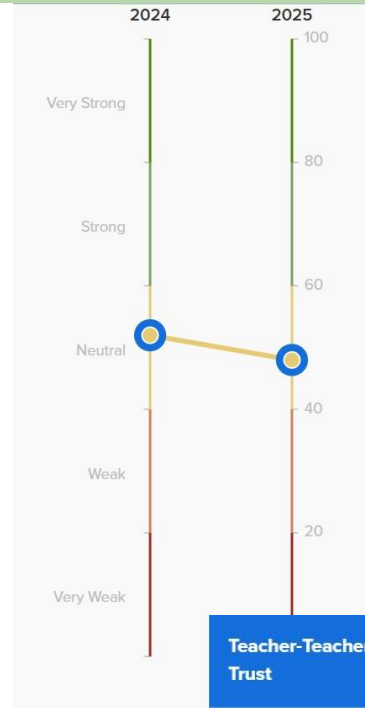
INCREASE COLLABORATION AMONGST EVERGREEN STAFF TO INCREASE STUDENT  
ENGAGEMENT AND ACADEMIC GROWTH.





# FOCUS AREA 1: TEACHER-TEACHER TRUST

Increase the staff responses on the 5 Essentials survey in the area of Teacher-Teacher Trust from neutral to strong.



Teacher-Teacher  
Trust

- 4

48 Neutral



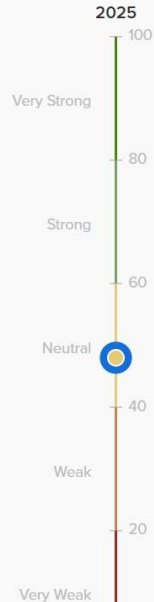
Collaborative  
Teachers

Teacher



# TEACHER-TEACHER TRUST

How is Evergreen Elementary School performing on Teacher-Teacher Trust?



Measure	Performance	Essential	Respondent
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Teacher-Teacher Trust	48 Neutral	 Collaborative Teachers	Teacher
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+ NOTE

## Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

Teachers report the following:

[Expand All](#)

Teachers in this school trust each other.



It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.



Teachers feel respected by other teachers

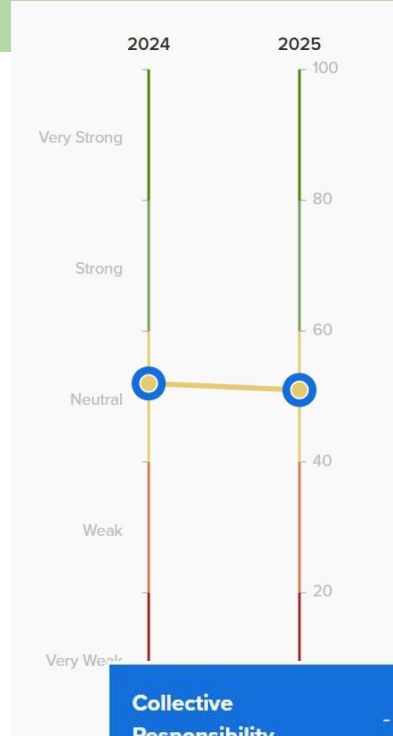






# FOCUS AREA 2: COLLECTIVE RESPONSIBILITY

Increase the staff responses on the 5 Essentials survey in the area of collective responsibility.



Collective  
Responsibility

- 1

51 Neutral



Collaborative  
Teachers


Teacher



# COLLECTIVE RESPONSIBILITY

How is Evergreen Elementary School performing on Collective Responsibility?



Measure	Performance	Essential	Respondent
Collective Responsibility	51 Neutral	 Collaborative Teachers	Teacher
+ NOTE			

## Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

Teachers report that other teachers in the school:

[Expand All](#)



Help maintain discipline in the entire school, not just their classroom?



Take responsibility for improving the school.



Feel responsible to help each other do their best.



Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



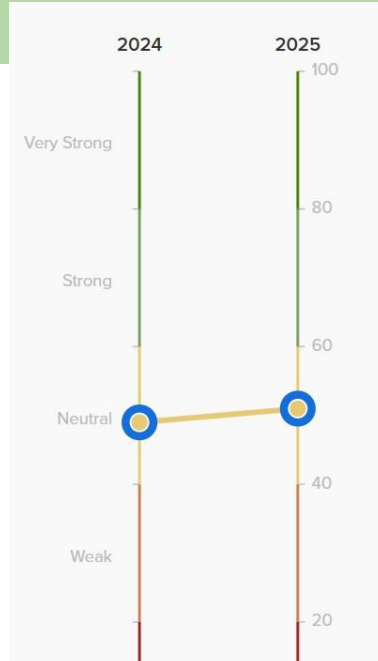
Feel responsible when students in this school fail.





# FOCUS AREA 3: COLLABORATIVE PRACTICES

Increase the staff responses on the 5 Essentials survey in the area of collaborative practices.



**Collaborative Practices**

+ 2

51 Neutral



**Collaborative Teachers**


Teacher



# COLLABORATIVE PRACTICES

How is Evergreen Elementary School performing on Collaborative Practices?



Measure	Performance	Essential	Respondent
Collaborative Practices	51 Neutral	 Collaborative Teachers	Teacher
+ NOTE			

## Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

Teachers report how often they have done the following:

[Expand All](#)

Observed another teacher's classroom to offer feedback.



Observed another teacher's classroom to get ideas for your own instruction.



Gone over student assessment data with other teachers to make instructional decisions.



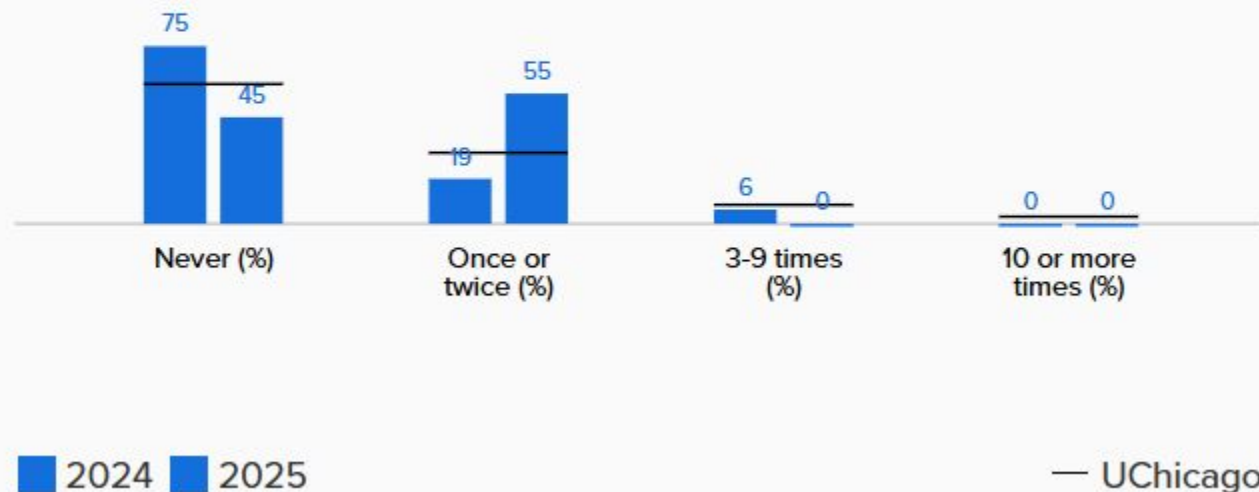
Worked with other teachers to develop materials or activities for particular classes.



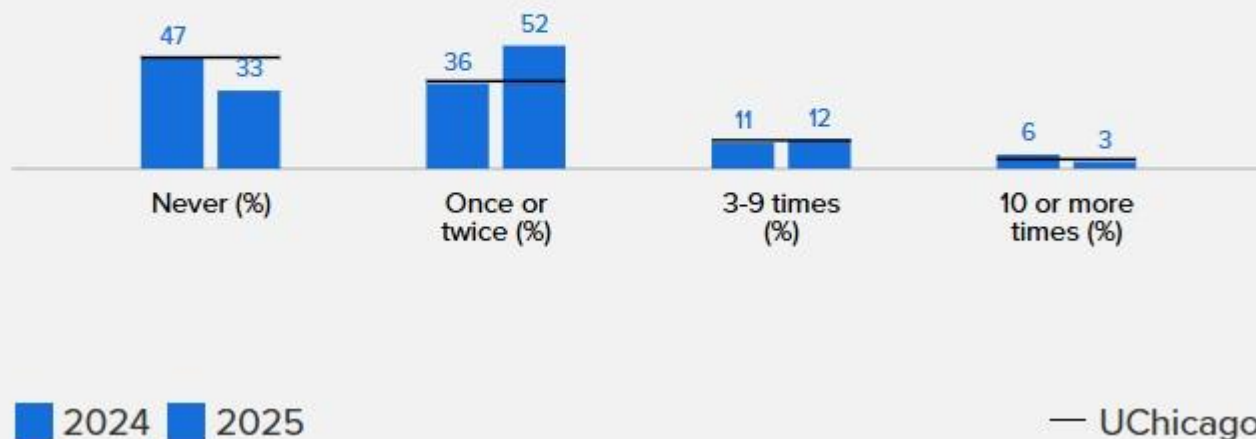
Worked on instructional strategies with other teachers.



### Observed another teacher's classroom to offer feedback.



## Observed another teacher's classroom to get ideas for your own instruction.

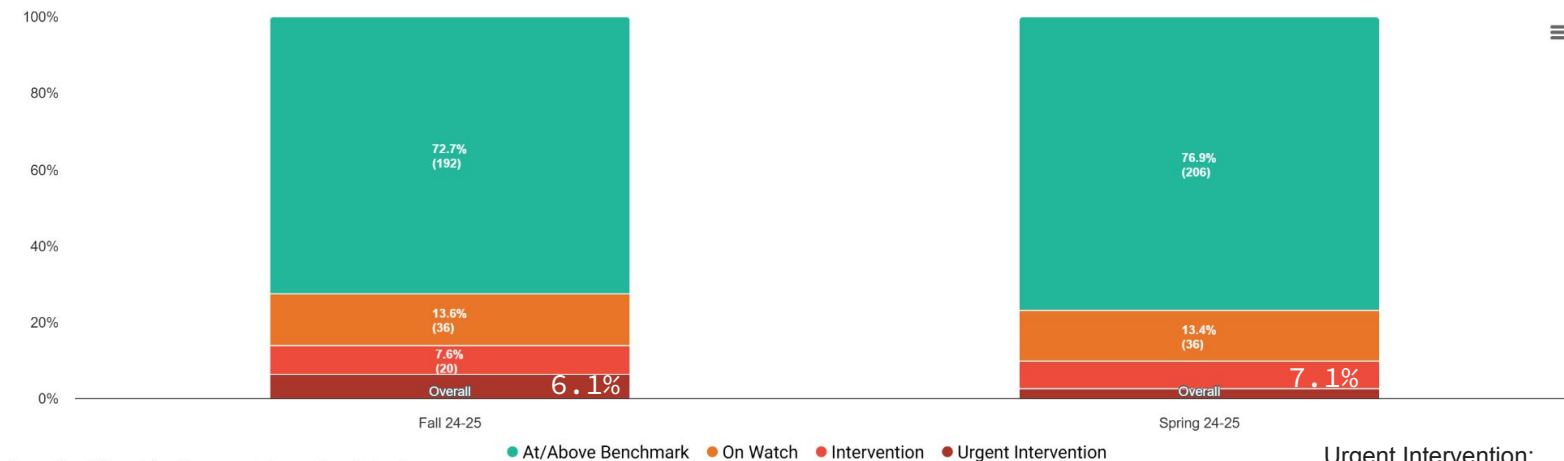




# MATH STAR DATA

## Star Math Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Math assessment. Uses the most recent score in the given district screening window



Overall — Filtered by: Evergreen Elementary School

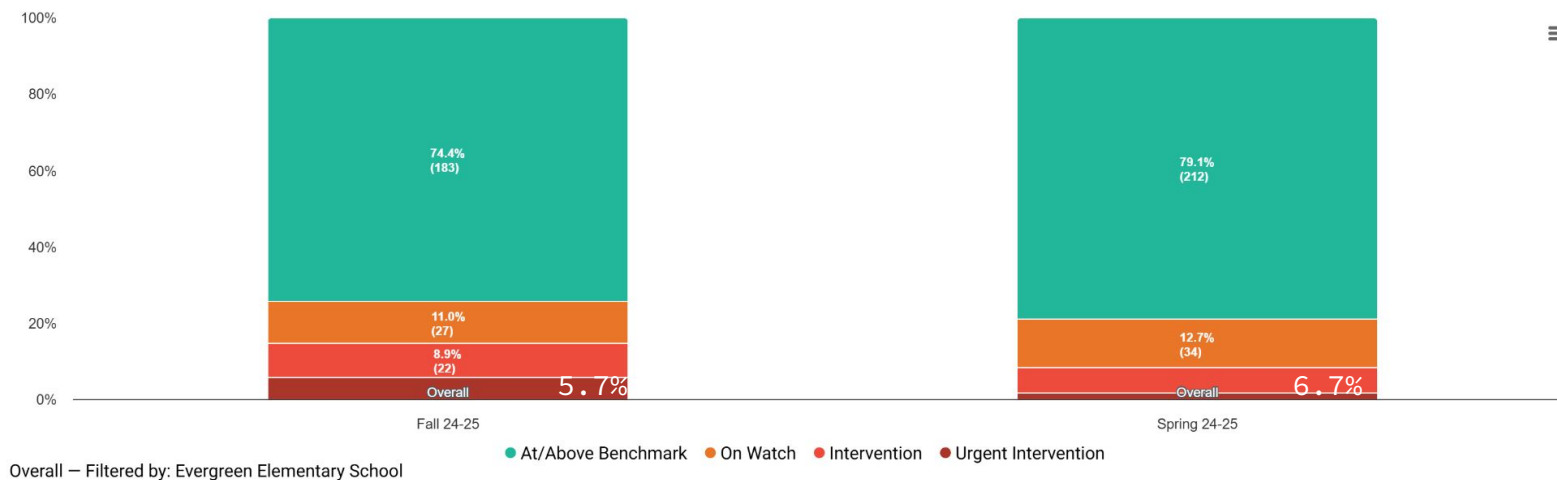
Urgent Intervention:  
2.6%



# ELA STAR DATA

## Star Reading Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window



Urgent Intervention:  
1.5%





# NEXT STEPS

- ☐ Review and analyze 5 Essentials Data with all staff (focus on collaborative practices)
- ☐ Gather feedback from all staff on areas for improvement
- ☐ Continue to encourage staff to observe one another and other educators to gather and provide feedback
- ☐ Encourage open and honest dialogue amongst staff members
- ☐ Create structures for continued intentional collaboration