

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



**DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2018-2019**

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2018-2019 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. Improve math and ELA achievement through the use of formative assessments and strategic interventions	Smarter Balance proficiency ELA State: 50.5% East: 39.2% Math state: 41.5% East: 37.3% AdvancED recommends a systematic and systemic approach of analyzing data	Monthly professional learning opportunities on early outs throughout the year focused on formative assessment Instructional Coach	Proficiency in: Course, STAR, SBA, CRT by subgroup IXL data SBA interim and summative data ELEOT Observations
b. Improve math and ELA achievement through differentiation practices	Smarter Balance proficiency ELA State: 50.5% East: 39.2% Math state: 41.5% East: 37.3% AdvancED recommends mentoring\coaching system to improve student performance and organizational effectiveness for all staff	Monthly professional learning opportunities on early outs throughout the year focused on differentiation Instructional Coach	Proficiency in: Course, STAR, SBA, CRT by subgroup IXL data SBA interim and summative data ELEOT Observations
c. Improve student learning through use of higher DOK questioning strategies through cross curricular units (one per semester)	Observation by AdvancED team state classroom instructional practices lack formal differentiation, and students are limited to lower level thinking skills of knowledge and comprehension	Monthly professional learning opportunities on early outs throughout the year focused on differentiation Instructional Coach	One cross curricular grade level unit each semester per grade level ELEOT Observations: High Expectations and Active Learning Environment
d. Define and streamline the RTI process for consistency and student growth to allow for efficient special education referral process	Students in RTI show low achievement in STAR Students in RTI show low achievement in SBA Staff feedback through SLT meetings on RTI processes show need for improvement of process AdvancED recommends developing a systematic processes to use data to inform and adjust instruction as appropriate	Dedicated grade level RTI meetings that focus on grade level interventions Dedicated schoolwide level RTI meetings that focus on student referral for RTI or Special Services Monthly professional learning opportunities on early outs throughout the year focused on differentiation	Proficiency in: Course, STAR, SBA, CRT by subgroup STAR, IXL, Istation, ESGI achievement data by subgroup Staff perception survey data

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2018-2019 District Goals and School Improvement Plan

GOAL 2: To Improve Systematic Analysis and Allocation of Resources			
Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
a. Utilize paraprofessionals, co-teachers, and Altacare to best support a co-teach model	<p>Smarter Balance proficiency ELA State: 50.5% East: 39.2% Math state: 41.5% East: 37.3%</p> <p>Low achievement scores by students with disabilities on SBA and CRT assessments</p> <p>AdvancED ELEOT Observation score of 2.79 in differentiated learning opportunities for students</p>	<p>Dedicated and purposeful co-teach planning time with co-teachers and paraprofessionals</p> <p>District facilitated co-teach training for regular and special education teacher</p> <p>Definition, protocol, and procedures for co-teach model</p> <ul style="list-style-type: none"> • resource room vs general education • lesson planning • student placement at end of school year • grading practices • behavioral management <p>Monthly meetings to address co-teach concerns and to share best practices</p>	<p>Proficiency in: Course, STAR, SBA, CRT by subgroup</p> <p>STAR, IXL, Istation, ESGI data by subgroup</p> <p>ELEOT observation data for equitable learning and differentiated learning opportunities</p> <p>Staff perception survey data</p>
b. Provide support and training to ensure staff is effectively using adopted curriculum and online resources available in the District	<p>Staff feedback through SLT shows that staff is not maximizing technology tools available</p> <ul style="list-style-type: none"> • New Smartboards • Online learning platforms (IXL, Istation, ReadLive, Starfall, Reflex Math, etc.) • Online Assessment Tools (SBA Interim Assessments, STAR assessments) <p>AdvancED states need for coaching to increase teacher knowledge and support development of skills</p>	<p>Monthly professional learning opportunities on early outs throughout the year focused on formative assessment</p> <p>Instructional Coach</p> <p>Development and training of internal staff who are able to provide support to other staff</p> <p>Ed Camps to allow teachers to find the appropriate level of support</p>	<p>ELEOT observation data</p> <p>Staff perception data survey</p>
c. Allocate time for professional learning, conferences with the District instructional coach, and grade level planning	<p>Recommendation by AdvancED that District needs a more formal coaching and mentoring program for teachers</p>	<p>Monthly professional learning opportunities on early outs throughout the year focused on formative assessment</p> <p>Instructional Coach</p>	<p>Staff Perception Survey</p> <p>Proficiency in: Course, STAR, SBA, CRT by subgroup</p> <p>IXL, Istation, ESGI data</p> <p>ELEOT Observations</p>

**EVERGREEN SCHOOL DISTRICT NO. 50
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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. Improve stakeholder involvement and communication through partnering with community members and organizations	Lack of parental involvement in PTO Parent survey/comments note that information distribution, communication, and helpful parent conferences can improve (4.1-4.3)	Development and use of communication tools: <ul style="list-style-type: none"> • Twitter • Facebook • Instagram • Remind 	Parent perception survey Staff perception survey
b. Develop positive character traits through quarterly topics defined by the EBI team	Increase in the number of Kit referrals in 2017-2018 when compared to 2016-2017 Teachers report students in transition are struggling (43 students with IEPs; 8 students in RTI)	Focused curriculum that addresses character education and acceptance of peers facilitated by the school counselor and disseminated to staff	Kit referral data Parent perception survey data Student survey perception data
c. Streamline student behavior documentation to allow more accurate and precise data reporting	Increase in the number of discipline referrals in 2017-2018	EBI meeting time to develop systematic approach to referrals and data collection EBI time to analyze time and create positive solution outcomes to address areas of concerns	Staff perception survey data Grade level logs of Level 1 and Level 2 behaviors Kit referral data

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Additional Target Areas and/or Information:

1. Implement a data wall to share important data points with all stakeholders in a timely manner.
2. Partner with community and civic organizations to seek out opportunities to volunteer in the Evergreen community.
3. Monitor and develop interventions for students who have more than 15 absences.

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



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SCHOOL IMPROVEMENT PLAN
2018-2019

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2018-2019 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. Use assessment data to make informed instructional decisions</p>	<p>AdvancED #2 Opportunity for Improvement is to develop and implement a process to assess the effectiveness of programs and ensure alignment to standards and best practices promoting increased student achievement</p> <p>Staff perception survey noted teaching and assessing for learning as the lowest area, scoring 3.65 out of 5 overall</p> <p>Smarter Balance proficiency ELA State: 50.5% JH: 49.5% Math state: 41.5% JH: 38.6%</p> <p>STAR ELA proficiency: 64% STAR math proficiency: 44%</p>	<p>STAR as needed</p> <p>Review of SBA data</p>	<p>Compare/measure growth of co-teach student classroom achievement data to general education classroom achievement data</p> <p>Compare intervention achievement data for regular education and special education students</p> <p>Proficiency in: Course, STAR, SBA, CRT by subgroup</p> <p>Correlate and compare chronic attendance data to achievement data</p>
<p>b. Provide differentiated learning activities/opportunities based on review of data</p>	<p>AdvancED noted #1 Opportunity for Improvement is to create a systematic learning culture to foster self-reflective education and stimulate inquiry</p> <p>AdvancED noted that #2 Opportunity for Improvement is to develop and implement a process to assess the effectiveness of programs and ensure alignment to standards and best practices promoting increased student achievement</p> <p>Parent perception survey noted students who struggle or who have high abilities needs are not being met in the regular education classroom</p> <p>Student perception survey noted teachers need to change teaching to meet needs (3.19)</p> <p>ELEOT for differentiated learning 3.03 out of 4</p>	<p>Instructional Coach</p> <p>Ongoing job-embedded monthly professional learning</p> <p>Content/Grade level planning days</p>	<p>Classroom Documentation (including but not limited to):</p> <ul style="list-style-type: none"> • Higher DOK level questioning • Performance tasks • Tiered assignment sheets • Number of different co-teach strategies implemented • Number of instructional groupings • Lesson plans <p>Proficiency in: Course, STAR, SBA, CRT by subgroup</p> <p>Student perception data</p> <p>Differentiation strategy checklist</p>

**EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2018-2019 District Goals and School Improvement Plan**

GOAL 2: To Improve Systematic Analysis and Allocation of Resources			
Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
a. Evaluate and recommend social studies curriculum for the 2019-2020 school year	<p>Five year curriculum adoption cycle</p> <p>Textbook age (2010 and older) and condition</p>	<p>Curriculum cooperative meetings</p> <p>Internal textbook review committee</p>	<p>Number of curriculum material reviewed</p> <p>Recommendation to board of curriculum purchase including cost analysis and alignment review</p>
c. Utilize Instructional Coach and collaborative partners for staff personal and professional growth	<p>Staff perception survey lowest area was having a formal process is in place to support new staff members in their professional practice</p> <p>AdvancED's only Improvement Priority is to design and implement coaching and mentoring programs to ensure that all staff members have knowledge and skills to improve student performance and organizational effectiveness</p>	<p>Instructional Coach and/or BetterLesson coaches</p> <p>Release time to observe collaborative partners</p>	<p>ELEOT data</p> <p>Staff perception survey data</p> <p>Student perception survey data</p> <p>Collaborative partner data</p>

**EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
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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 student advisory days on early release days	<p>Parent perception survey noted bullying and how to work with others are areas that need to be addressed</p> <p>Student perception survey's lowest areas included: students help each other (2.81), students respect property of others (2.83), students are treated with respect (3.16), and students treat adults with respect (3.29)</p>	<p>Advisory guide</p> <p>Planning time</p> <p>Monthly themes and lessons created by EBI team</p>	<p>Parent perception survey data</p> <p>Student perception survey data</p> <p>Behavior data</p> <p>Attendance data</p>
b. Accurately report and provide time for student self-monitoring of work ethic	<p>Student perception survey showed that 49% of students felt neutral or did not feel at least one adult showed interest in their education and future</p> <p>Student perception survey showed that 27% of students felt neutral or did not feel that teachers fairly grade and evaluate their work</p>	<p>Student self-monitoring form</p>	<p>Student perception survey data</p> <p>Staff perception survey data</p> <p>Student work ethic scores</p>
c. Utilize tools to provide positive recognition for all students	<p>Parent perception survey noted too much focus on negative behavior and not enough on students who are doing the right thing</p>		<p>Attendance (most improved, exemplary)</p> <p>Positive office referrals</p> <p>Den tickets</p> <p>Work Ethic Grades</p> <p>Incentive Day activities/participation</p>

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2018-2019 District Goals and School Improvement Plan

Additional Target Areas and/or Information:

1. Create a data wall to increase communication of progress to stakeholders.
2. Implement blocked out daily time for administration to be in classrooms.
3. Continue to collaborate with outside community resources to support students and building initiatives.

**Evergreen School District No. 50
Flathead Crossroads Program
Home of the Wolverines**



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2018-2019**

**EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2018-2019 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. Implement Field Friday lessons that stimulate inquiry and include written self-reflection opportunities for students who are both traveling and staying on campus that meet MCCS and the social emotional standards identified by the Montana School Counselors Association	<p>AdvancED noted #1 Opportunity for Improvement is to create a systematic learning culture to foster self-reflective education and stimulate inquiry</p> <p>Smarter Balance proficiency ELA State: 50.5% CR: 2% Math state: 41.5% CR: 9%</p> <p>Inconsistently with lesson plans in 2017-2018</p> <p>70% of activities not planned in advance and did not meet social emotional goals</p> <p>Inconsistent procedures and access to materials for students who did not attend Field Fridays</p>	<p>Field Friday pacing calendar to be created by Behavior Specialist team</p> <p>Access to digital lessons for teachers and paraprofessionals</p> <p>Weekly staff and paraprofessionals meeting</p> <p>Shared understanding of the three levels of behavior and expectations for each level on Fridays</p>	<p>Digital copies of lessons set up for all three behavior levels on Google Drive</p> <p>Weekly lesson taught to each class by behavior specialist</p> <p>Morning meeting notes that review lesson objectives and goals.</p> <p>Written language reflective opportunity to include persuasive, narrative, or informative essay writing</p>
b. Participate in grade level and area of specialty meetings with staff from East Evergreen Elementary School and Evergreen Junior High School for curriculum review and data analysis	<p>AdvancED noted #1 Opportunity for Improvement is to create a systematic learning culture to foster self-reflective education and stimulate inquiry</p> <p>ELEOT observations</p> <p>AdvancED noted that #2 Opportunity for Improvement is to develop and implement a process to assess the effectiveness of programs and ensure alignment to standards and best practices promoting increased student achievement</p> <p>AdvancED teacher interviews</p>	<p>Instructional Coach</p> <p>Systematic evaluation of the effectiveness of programs and strategies</p> <p>Communication and support with Instructional Coach</p>	<p>Meeting attendance log for grade level meetings</p> <p>Monthly verbal reports on grade level or area of specialty meetings to Crossroads staff</p> <p>Google Meeting Calendar</p> <p>Regular meetings of building administrator and Instructional Coach</p> <p>ELEOT Observations</p>
c. Implement a systematic evaluation of data to impact instructional practices and programs to promote changes that support learning and increase student achievement	<p>AdvancED #2 Opportunity for Improvement</p> <p>Teacher interviews</p> <p>Lesson plans</p> <p>Evaluation procedures</p>	<p>Instructional Coach</p> <p>Monthly learning opportunities</p> <p>Strategy practice</p> <p>Feedback to teachers</p>	<p>Proficiency in: Course, STAR, SBA, CRT by subgroup</p> <p>Differentiated teaching and lesson plans</p> <p>I Can statements posted</p>

**EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
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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. Develop a clear set of procedures and step by step directions to help staff navigate the purchase request system	Teacher interviews indicate high levels of frustration with the budgeting system	Access to Tyler Training and consultation from District Clerk Individual purchase request numbers for each staff member	Accurate 2019-2020 Budget
b. Increase the use of Infinite Campus to track student behavior incidents	Lack of trend data Hard copy of trend data difficult to track Inconsistent behavior data entry in Infinite Campus Civil Rights Report	Infinite Campus training Positive behavior forms	Infinite Campus behavior reports Positive data tracking Tree Ceremony data
c. Provide a platform of communication with Altacare	AdvancED improvement recommendation standard 3.3 that focuses on organizational effectiveness Staff turnover Inconsistent use of Altacare services	Administrator and Altacare meetings Altacare actively engaged in staff meetings Regular meetings with Altacare and administration Regular communication between Altacare and staff	Monthly staff meeting agenda Notes from staff meetings Meeting logs of data

**EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
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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. Increase student's home school district staff participation in celebrations and community events	<p>Student surveys and interviews indicate lack of relationship with home district staff</p> <p>Observation of increased anxiety in students returning to general education setting</p> <p>Increase in negative behaviors before returning to base district</p>	<p>Current email list of special education staff at each participating district</p> <p>Support of special education directors and school principals</p> <p>Regular visits to Crossroads from participating district staff</p> <p>Email updates to special education staff in base districts</p>	<p>Photographs posted on data wall of student and home district staff</p> <p>Contact logs</p> <p>Visit log</p> <p>Email log</p> <p>Student observations</p> <p>Observation of student and base district staff interactions</p>
b. Increase opportunities for families to participate in teacher led events that provide strong models of positive adult student interactions	<p>Student survey results indicate a lack of parent participation and communication</p> <p>Parent perception and interviews indicate the number of negative interactions exceed the number of positive interactions</p>	<p>Planning time and resources for events</p>	<p>Announcements and plans for schoolwide events</p> <p>Photographs of family participation</p>
c. Keep classroom notebooks that detail morning meetings to increase school wide communication	<p>Staff check- in data indicates a need to inform all staff of information that is discussed at Crossroads morning meetings</p>	<p>Notebooks</p> <p>Shared planning time with Paraprofessional</p>	<p>Daily notes in classroom notebook</p> <p>Notebook sign off</p> <p>Increased paraprofessional awareness and participation in school wide procedures and activities</p>

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FLATHEAD CROSSROADS PROGRAM
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Additional Target Areas and/or Information:

1. Utilize and update a visual data board to share with students, staff, and community. The data board will include college, career, and citizen ready data that protects individual student information while highlighting successes, goals, and areas for improvement. Data may include course pass rate, STAR assessment, Smarter Balanced assessment, attendance, co-curricular activities participation, and community service, work effort, timeliness, citizenship/teamwork, and quality of work.
2. Work with the Crossroads Advisory Board and the Evergreen School District to build a playground area for Crossroads students to access during the school day.
3. Share Crossroads Advisory Board meeting minutes with Crossroads staff.
4. Show individual academic growth for each student using STAR data.
5. Increase attendance for students with a history of chronic absences.