

**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

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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. 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>

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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.