

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



**DISTRICT GOALS  
AND  
SCHOOL IMPROVEMENT PLAN  
2020-2021**

**EVERGREEN SCHOOL DISTRICT NO. 50  
 EAST EVERGREEN ELEMENTARY SCHOOL  
 2020-2021 District Goals and School Improvement Plan**

<b>GOAL 1: To Improve Student Achievement and Learning</b>			
<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
<p>a. Increase student achievement in reading through grouping strategies and summative assessment practices.</p> <p>b. Increase student achievement in math through grouping strategies and summative assessment practices.</p>	<p>2019-2020 Course Proficiency            ELA: 45.4%            Math: 59.6%</p> <p>aimswebPlus (Fall 2020):            ELA: 21.2%            Math: 24.8%</p> <p>2018-2019 Smarter Balance Proficiency:            ELA State: 50% East: 46.7%            Math State: 41.9% East: 46.1%</p> <p>2019-2020 ELEOT:            High Expectations 3.15 out of 4            Active Learning 3.10 out of 4            Progress Monitoring 3.04 out of 4</p>	<p>Grade Level Planning Meetings</p> <p>Instructional Coach Support</p> <p>Progress Monitoring in aimswebPlus</p> <p>Monthly Professional Learning focused on Grouping Strategies and Summative Assessment practices</p>	<p>Increased Proficiency in: Course, aimswebPlus, SBA, by subgroup</p> <p>Progress Monitoring in: Istation, aimswebPlus, SBA Interims, MTSS folders, and IXL</p> <p>ELEOT Observations: High Expectations, Active Learning, and Progress Monitoring</p> <p>Observation feedback specific to the application of Grouping Strategies and Summative Assessment practices</p>

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EAST EVERGREEN ELEMENTARY SCHOOL  
2020-2021 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
<p>a. Enhance schoolwide MTSS process through goal setting and progress monitoring.</p>	<p>2019-2020 Course Proficiency ELA: 45.4% Math: 59.6%</p> <p>aimswebPlus (Fall 2020): ELA: 21.2% Math: 24.8%</p> <p>2018-2019 Smarter Balance Proficiency: ELA State: 50% East: 46.7% Math State: 41.9% East: 46.1%</p> <p>Over 20% of students receive special education services based on their IEP</p> <p>Approximately 10% of students are served through MTSS</p>	<p>Grade Level Planning Meetings</p> <p>Instructional Coach Support</p> <p>Diagnostic Report of student learning needs</p> <p>Monthly MTSS Meetings</p>	<p>Increased Proficiency in: Course, aimswebPlus, SBA by subgroup</p> <p>Monthly review of student goals and progress monitoring data in MTSS folders.</p> <p>Monthly review of student needs and adjust paraprofessional schedules/supports as needed</p>
<p>b. Create and maintain a staff resource room to provide organized access to EK-4 curriculum resources and assessment materials.</p>	<p>Curriculum and assessment resources have been housed in multiple locations throughout our building making it difficult for staff to access needed resources to differentiate instruction for the wide range of learners within the classroom</p>	<p>Grade level planning meetings</p> <p>Instructional Coach Support</p> <p>Paraprofessional Support in gathering, moving, and organizing materials</p> <p>Books shelves or cabinets for grade level material organization</p>	<p>Remove obsolete technology from Staff Resource room to accommodate shelving/cabinets for grade level resources</p> <p>Grade level curriculum materials relocated from hallways and other storage areas to Staff Resource Room</p> <p>Curriculum materials organized by grade level</p> <p>Barcode staff resources to ensure accurate inventory</p>

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2020-2021 District Goals and School Improvement Plan**

<b>GOAL 3: To Improve Climate and Culture</b>			
<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
<p>a. Implement Review 360, a behavior management and assessment tool, to determine student behavior needs and intervention supports.</p>	<p>2018-2019 Discipline Referrals: 49% occurred during lunch/recess</p> <p>2018-2019 Student Perception Data: Purpose and Direction 2.79 out of 3</p> <p>2019-2020 Discipline Referrals: 366 Google Doc responses</p> <p>2018-2019 Discipline Referrals: 103</p>	<p>Staff training from Review 360 in implementing and utilizing Review 360 tools to document and analyze data.</p> <p>Clear EBI expectations and implementation of recess expectations, KIT Cards, and Universals</p> <p>Ongoing training and feedback for paraprofessionals to support active supervision and student redirection.</p> <p>EBI time to analyze Review 360 data and create positive solution and outcomes to address areas of concerns</p>	<p>Parent Perception Survey</p> <p>Staff Perception Survey</p> <p>SLT Created: Review 360 Implementation Staff Survey</p> <p>Reduction in student discipline referrals during lunch and recess</p> <p>Reduction in student discipline referrals</p>

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**Additional Target Areas and/or Information:**

1. Increase parent communication by using district wide digital platforms: Remind, Google Classroom, Google Meet, District Website, and Constant Contact.

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



**DISTRICT GOALS**  
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**SCHOOL IMPROVEMENT PLAN**  
**2020-2021**

**EVERGREEN SCHOOL DISTRICT NO. 50**  
**EVERGREEN JUNIOR HIGH SCHOOL**  
**2020-2021 District Goals and School Improvement Plan**

<b>GOAL 1: To Improve Student Achievement and Learning</b>			
<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
<p>a. Increase student achievement in reading and mathematical fluency through differentiation and targeted interventions.</p>	<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>
<p>b. Increase remote student participation and academic achievement.</p>	<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>

**EVERGREEN SCHOOL DISTRICT NO. 50  
EVERGREEN JUNIOR HIGH SCHOOL  
2020-2021 District Goals and School Improvement Plan**

<b>GOAL 2: To Improve Systematic Analysis and Allocation of Resources</b>			
<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
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



**EVERGREEN SCHOOL DISTRICT NO. 50**  
**EVERGREEN JUNIOR HIGH SCHOOL**  
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<b>GOAL 3: To Improve Climate and Culture</b>			
<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
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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**EVERGREEN JUNIOR HIGH SCHOOL**  
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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.

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



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**EVERGREEN SCHOOL DISTRICT NO. 50  
FLATHEAD CROSSROADS PROGRAM  
2020-2021 District Goals and School Improvement Plan**

**GOAL 1: To Improve Student Achievement and Learning**

<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
<p>a. Monitor and improve individual student achievement and growth in mathematics using grouping strategies and analyzing classroom assessments.</p>	<p>2020-2020 Fall aimswebPlus Proficiency: Math: ???</p> <p>2020-2021 IEP Goals: 41% of students have math goals</p> <p>2019-2020 Course Proficiency Math: 20%</p> <p>2019-2020 ELEOT: High Expectations 2.94 out of 4 Active Learning 2.59 out of 4 Progress Monitoring 2.45 out of 4</p> <p>2018-2019 Smarter Balance Proficiency: Math State: 41.9% CR: 18%</p> <p>AdvancED Improvement Priority #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>aimswebPlus data analysis training</p> <p>Lessons Planning</p> <p>Intervention Set-Up</p> <p>District Instructional Coach</p>	<p>Increased Proficiency in: Course, aimswebPlus, SBA, by subgroup</p> <p>Progress Monitoring in: aimswebPlus, SBA Interims, and MTSS folders</p> <p>ELEOT Observations: High Expectations, Active Learning, and Progress Monitoring</p> <p>Course Proficiency</p>
<p>b. Increase student writing proficiency in expository writing through cross curricular activities.</p>	<p>2020-2021 IEP Goals: 36% of students have writing goals</p> <p>2019-2020 Course Proficiency ELA: 29%</p> <p>2019-2020 ELEOT: Equitable Learning 3.05 out of 4 High Expectations 2.94 out of 4 Active Learning 2.59 out of 4</p> <p>2018-2019 Smarter Balance Proficiency: 63% below standard in writing</p> <p>AdvancED Improvement Priority #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>Utilize common planning</p> <p>Writing Resources</p>	<p>ELEOT Observations: Equitable Learning, High Expectations, and Active Learning</p> <p>Increased Proficiency in: Course, aimswebPlus, SBA, by subgroup</p>

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**GOAL 2: To Improve Systematic Analysis and Allocation of Resources**

<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
<p>a. Integrate maker space.</p>	<p>2020-2020 Fall aimswebPlus Proficiency: Math: ???</p> <p>2019-2020 Course Proficiency Math: 20% Science: 39%</p> <p>2019-2020 ELEOT: Equitable Learning 3.05 out of 4 Digital Learning 1.69 out of 4</p> <p>2018-2019 Smarter Balance Proficiency: Math State: 41.9% CR: 18%</p> <p>2018-2019 Science CRT Proficiency State: 69% District: 69% School: 13%</p> <p>AdvancED Improvement Priority #1 Create a systemic learning culture to foster self-reflective education and stimulate inquiry</p>	<p>Common understanding of expectations</p>	<p>Increased Proficiency in: Course, aimswebPlus, SBA, by subgroup</p> <p>Progress Monitoring in: aimswebPlus, SBA Interims, and MTSS folders</p> <p>ELEOT Observations: Equitable Learning, Digital Learning</p> <p>Course Proficiency</p>
<p>b. Increase paraprofessional academic support for students with best practices, modeling, and professional development.</p>	<p>Informal staff feedback on need for training in regards to paraprofessionals</p>	<p>Professional Learning Days</p> <p>Staff Planning</p> <p>Shared planning time with Paraprofessional</p>	<p>Staff Perception Survey</p>

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**GOAL 3: To Improve Climate and Culture**

<b>Research-Based Strategies</b>	<b>Evidence of Need</b>	<b>Professional Learning/Resources Needed</b>	<b>Evidence of Progress</b>
<p>a. Increase student/staff respect.</p>	<p>2019-2020 Activity Restrictions: 51% were from staff to student respect</p> <p>2019-2020 ELEOT: Supportive Learning 3.2 out of 4</p> <p>2019-2020 Student Perception: "In my school, students treat adults with respect" 2.13 out of 5</p>	<p>5 point scale</p> <p>Zones of Regulation</p> <p>Growth Mindset</p> <p>2<sup>nd</sup> Steps</p>	<p>Decrease in number of Activity Restrictions due to due to staff to student respect</p> <p>ELEOT Observations: Supportive Learning</p>
<p>b. Align Social Emotional Competencies with SEL classes and daily practices.</p>	<p>2019-2020 Social Emotional Learning Course Proficiency: 61%</p> <p>2019-2020 Activity Restrictions: 579</p>	<p>Point Sheet Behavior Tracker</p> <p>Zones of Regulation</p> <p>Growth Mindset</p> <p>2<sup>nd</sup> Steps</p>	<p>Increased Proficiency in: Social Emotional Learning Course</p> <p>Decrease in number of Activity Restrictions due to social emotional needs per student</p>

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**Additional Target Areas and/or Information:**

1. Continue student connection with resident district.
2. Continue positive attendance recognition.
3. Continue growth mindset recognition with leaves and tree ceremonies.