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

DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2020-2021

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2020-2021 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. Monitor and improve individual student achievement and growth in mathematics using grouping strategies and analyzing classroom assessments.	2020-2020 Fall aimswebPlus Proficiency: Math: ??? 2020-2021 IEP Goals: 41% of students have math goals 2019-2020 Course Proficiency Math: 20% 2019-2020 ELEOT: High Expectations 2.94 out of 4 Active Learning 2.59 out of 4 Progress Monitoring 2.45 out of 4 2018-2019 Smarter Balance Proficiency: Math State: 41.9% CR: 18% 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	aimswebPlus data analysis training Lessons Planning Intervention Set-Up District Instructional Coach	Increased Proficiency in: Course, aimswebPlus, SBA, by subgroup Progress Monitoring in: aimswebPlus, SBA Interims, and MTSS folders ELEOT Observations: High Expectations, Active Learning, and Progress Monitoring Course Proficiency
b. Increase student writing proficiency in expository writing through cross curricular activities.	2020-2021 IEP Goals: 36% of students have writing goals 2019-2020 Course Proficiency ELA: 29% 2019-2020 ELEOT: Equitable Learning 3.05 out of 4 High Expectations 2.94 out of 4 Active Learning 2.59 out of 4 2018-2019 Smarter Balance Proficiency: 63% below standard in writing 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	Utilize common planning Writing Resources	ELEOT Observations: Equitable Learning, High Expectations, and Active Learning Increased Proficiency in: Course, aimswebPlus, SBA, by subgroup

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

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

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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.