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

DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2021-2022

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2021-2022 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. Increase student achievement in reading through implementing higher order thinking skills, balanced assessment practices, and targeted use of Student Data and Support Specialists. b. Increase student achievement in math through implementing higher order thinking skills, balanced assessment practices, and targeted use of Student Data and Support Specialists.	2020-2021 Course Proficiency: ELA: 49% Math: 59% Fall 2021 aimswebPlus Proficiency: ELA: 56% Math: 66% 2020-2021 Smarter Balance Proficiency: ELA State: 46.4%; East: 35.6% ELA 3rd State 43.7%; East 35.9% ELA 4th State 46.1%; East 35.2% Math State: 35.6%; East: 26.7% Math 4th State 43.7%; East 34.4% Math 4th State 40.0%; East 19.7% 2020-2021 ELEOT: High Expectations 3.29 out of 4 Active Learning 3.19 out of 4 Progress Monitoring 3.15 out of 4 AdvancED Learning Capacity Domain: Educators implement a curriculum that is based on high expectations and prepares learners for the next levels: Emerging	Grade Level Planning Meetings Consistent Collaboration with Student Data and Support Specialists Instructional Coach Support Progress Monitoring in aimswebPlus Monthly Professional Learning focused on Higher Order Thinking Skills and Balanced Assessment Practices	Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA Progress Monitoring in: eSpark, aimswebPlus, SBA Interims, MTSS folders, IXL ELEOT Observations: High Expectations, Active Learning, and Progress Monitoring Observation feedback to measure application of Higher Order Thinking Skills and Balanced Assessment Practices

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EAST EVERGREEN ELEMENTARY SCHOOL
2021-2022 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. Develop a schoolwide MTSS process through data driven goal setting and targeted progress monitoring.	2020-2021 Course Proficiency: ELA: 49% Math: 59% Fall 2021 aimswebPlus Proficiency: ELA: 56% Math: 66% 2020-2021 Smarter Balance Proficiency: ELA State: 46.4%; East: 35.6% ELA 3rd State 43.7%; East 35.9% ELA 4th State 46.1%; East 35.2% Math State: 35.6%; East: 26.7% Math 4th State 43.7%; East 34.4% Math 4th State 40.0%; East 19.7% 2021-2022 Students with IEP: 20% 2021-2022 Students with MTSS: 15%	Grade Level Planning Meetings Instructional Coach Support Diagnostic Report of Student Learning Needs Consistent Collaboration with Student Data and Support Specialists (to identify 'just right' intervention needs, intentional goal setting, targeted progress monitoring, and flexible grouping) Monthly MTSS Meetings	Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA Progress Monitoring in: eSpark, aimswebPlus, SBA Interims, MTSS folders, IXL Monthly Review of Targeted Measureable Student Goals and Progress Monitoring Data in MTSS folders
b. Maintain a staff resource room to provide organized access to EK-4 curriculum and assessment resources.	Lack of organization and accessibility to curriculum resources and assessment materials Lack of staff knowledge of available intervention resources	Grade Level Planning Meetings Instructional Coach Support Barcode Staff Resources to Ensure Accurate Inventory Teacher and Staff Support in Maintaining Organization of Curriculum Materials Staff Support in Maintaining Cleanliness of Space (to ensure access for meetings, locating items, and use of other resource materials)	Curriculum Materials Organized by Grade Level and/or Content Area Increased Access and Use of Curriculum Resources and Assessment Materials

GOAL 3: To Improve Climate and Culture

Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
a. Continue to implement Review 360, a behavior management and assessment tool, and utilize embedded tools to support student behavior needs. b. Implement Stop, Walk, Talk conflict management strategies with students to promote productive peer resolutions when conflict occurs. c. Utilize the East Evergreen Behavior/Discipline Management Program and implement the Observed Problem Behavior flow chart to better support staff and students.	2020-2021 Discipline Referrals: 260 2020-2021 Discipline Referrals: 47.3% Classroom 36.5% Lunch/Recess 2020-2021 Student Perception Data: 18 student comments referencing bullies, bullying, meanness, disrespect 2020-2021 Staff Perception Data: 10 staff comments referencing disruptive student behaviors	Continued Review 360 Staff Training (to utilize and implement embedded tools to identify appropriate interventions and support student social emotional needs) Staff Training on Stop, Walk, Talk Conflict Management Strategies Staff Teaching Stop, Walk, Talk Conflict Management Strategies to Students and Continually Revisit and Reteach throughout the Year Ongoing Training and Feedback for Paraprofessionals (to support active supervision and student redirection) EBI Team Student Behavior Matrix for All Areas of Building (along with reviewing school wide Universals)	Reduction in Student Discipline Referrals during Lunch and Recess Reduction in Student Discipline Referrals in Classroom Staff Survey Regarding Implementation of Stop, Walk, Talk Conflict Management Strategies Staff Perception Survey Student Perception Survey

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<tr><td>Additional Target Areas and/or Information:</td></tr>
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1. Provide weekly parent communication by using district wide digital platforms: District Website, Social Media Sites, Constant Contact, Remind, Google Classroom, and Google Meet.

2. Provide opportunities for parent involvement in classrooms and/or school activities.

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

DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2021-2022

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2021-2022 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. Create and implement a common work ethic rubric to increase student achievement.	2020-2021 Work Ethic Proficiency: 61% 2020-2021 ELA Proficiency: Course: 54% SBA: 42.7% Fall 2021 aimswebPlus: 63% 2020-2021 Math Proficiency: Course: 38% SBA: 27.0% Fall 2021 aimswebPlus: 70% AdvancEd Improvement Priority #1: Create systematic learning culture to foster self-reflective education and stimulate inquiry	Dedicated Time with a Work Ethic Committee Revamped Work Ethic Rubric	Work Ethic Proficiency Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA
b. Close the achievement gap for students through targeted academic connection classes and the use of higher order thinking skills and balanced assessments.	Number of Students in Tiered Academic Connection Classes Fall 2021: 226 2020-2021 ELA Proficiency: Course: 54% SBA: 42.7% Fall 2021 aimswebPlus: 63% 2020-2021 Math Proficiency: Course: 38% SBA: 27.0% Fall 2021 aimswebPlus: 70% 2020-2021 Staff Check-ins: Lack of fluidity in connection classes to meet needs of students AdvancEd Improvement Priority #2: Assess effectiveness of programs and ensure alignment to standards and best practices promoting increased student achievement.	aimswebPlus and Core Class Proficiency Data Analysis Station and Center Activity Implementation (to support tiered instruction) Social Emotional Learning Work by Counselor in Classrooms at All Grade Levels Walk to Learn Program in Connections	Number of Students in Tiered Academic Connection Classes Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA Staff Check-in Feedback
c. Identify students with low attendance rates and work to consistently implement positive proactive approaches to increase attendance.	2020-2021 Attendance Rate: 94% with 90% attendance 2020-2021 Absent More than 25 Days: 64	Quarterly Team Attendance Meetings for Students at Risk Social Emotional Learning Work by Counselor in Classrooms at All Grade Levels	Attendance Data from Infinite Campus

GOAL 2: To Improve Systematic Analysis and Allocation of Resources			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Identify and evaluate the effectiveness of grade level teams for supporting academic and behavioral deficits.	Number of Students in Tiered Academic Connection Classes Fall 2021: 226 2020-2021 ELA Proficiency: Course: 54% SBA: 42.7% Fall 2021 aimswebPlus: 63% 2020-2021 Math Proficiency: Course: 38% SBA: 27.0% Fall 2021 aimswebPlus: 70% 2020-2021 Staff Check-ins: Lack of grade levels effectiveness due to lack of clear team structure Lack of fluidity in connection classes to meet needs of students	Time for Student Data and Support Specialist (to analyze and use data in collaboration with classroom teachers) Utilization of Student Data and Support Specialist at Grade Levels	Number of Students in Tiered Interventions Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA Behavioral Data from Infinite Campus and Review 360 Staff Check-ins Feedback

GOAL 3: To Improve Climate and Culture			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Improve clear, timely communication from administration to staff.	2020-2021 Staff Perception Survey: Administrative communication needs to be more consistent and thorough 2020-2021 Staff Check-ins: Lack of consistent communication from administration	Alignment of Infinite Campus and Review 360 Data Administrative Attendance at Grade Level Meetings at Least Monthly Staff Weekly Bulletin	Staff Perception Survey Staff Check-ins Feedback Weekly Staff Bulletin
b. Provide more opportunity for student voice through leadership opportunities.	2020-2021 Student Perception Survey: Want more leadership opportunities 2020-2021 8th Grade Board Presentations: Want more leadership opportunities helping younger students learn 2020-2021 Extracurricular Activities Participation: 18%	Creation of Leadership Opportunities for Students	Student Perception Survey Extracurricular Activities Participation
c. Consistently report work ethic with a common rubric that communicates attendance, missing work, behavior, and overall work ethic within the classroom.	2020-2021 Staff Check-ins: • Work ethic not being implemented consistently • Lack of students buy-in • Coaches need clear communication regarding student work ethic and student classroom struggles • Teacher perception of missing work from students 2020-2021 Attendance Rate: 94% with 90% attendance 2020-2021 Absent More than 25 Days: 64 2020-2021 Missing Work Data: No Data Collected January-June 2021 Review 360/Discipline Referrals: 320 2020-2021 Work Ethic Proficiency: 61%	Review 360 Training Tracking of Missing Work by Grade Level Grade Level Meeting Time (to review application of work ethic in Infinite Campus)	Student Perception Survey Attendance Data from Infinite Campus Missing Work Data from Infinite Campus Review 360 Behavior Data Work Ethic Data from Infinite Campus Coaches Meetings with Athletic Director before/after Each Season Weekly Coach Communication Form for Work Ethic, Attendance, Behavior, and Missing Work

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EVERGREEN JUNIOR HIGH SCHOOL
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Additional Target Areas and/or Information:

1. Support the new assistant principal transition to Evergreen Junior High.

2. Implement daily intentional morning building walkthroughs.

3. Explore restorative practices in correlation to discipline and behavior, including peer court.

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

DISTRICT GOALS
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2021-2022

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2021-2022 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 reading and mathematics using balanced assessments.	2020-2021 Course Proficiency: Math: 27% Reading:15% 2021 Fall aimswebPlus Proficiency: Math: 35% Reading: 43% 2020-2021 Smarter Balance Proficiency: Math State: 35.6% CR: 10% Reading State: 46.4% CR: 18% 2020-2021 ELEOT: High Expectations: 3.28 out of 4 Active Learning: 3.17 out of 4 Progress Monitoring: 3.05 out of 4 AdvancED Improvement Priority #2 Opportunity for Improvement: 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 by Subgroup in: Course, aimswebPlus, SBA Progress Monitoring in: aimswebPlus, SBA Interims, MTSS folders ELEOT Observations: High Expectations Active Learning Progress Monitoring
b. Increase writing proficiency across the curriculum using various strategies, graphic organizers, and rubrics.	2020-2021 Writing Course Proficiency: 7% 2020-2021 Smarter Balance Proficiency: 38% 2021-2022 Students with IEP Writing Goals: 46% 2020-2021 ELEOT: Equitable Learning 3.58 out of 4 High Expectations 3.28 out of 4 Active Learning 3.17 out of 4 AdvancED Improvement Priority #2 Opportunity for Improvement: Develop and implement a process to assess the effectiveness of programs and ensure alignment to standards and best practices promoting increased student achievement	Common Planning Time Writing Resources	Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA Students with IEP Writing Goals ELEOT Observations: High Expectations Active Learning Progress Monitoring

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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. Increase maker space integration and higher order thinking skills to improve math and science achievement.	2020-2021 Course Proficiency: Math: 27% Science: 22% 2021 Fall aimswebPlus Proficiency: Math: 35% 2020-2021 Smarter Balance math Proficiency: State: 35.6% School: 10% 2018-2019 CRT Science Proficiency State: 69% District: 69% School: 13% 2019-2020 ELEOT: Equitable Learning: 3.58 out of 4 Digital Learning: 2.06 out of 4 AdvancED Improvement Priority #1: Create a systemic learning culture to foster self-reflective education and stimulate inquiry	Common Understanding of Expectations of Maker Space Training on Different Elements in Maker Space Integration of Maker Space in the Classroom	Increased Proficiency by Subgroup in: Course, aimswebPlus, SBA, MSA Progress Monitoring in: aimswebPlus, SBA Interims, MTSS folders ELEOT Observations: Equitable Learning Digital Learning
b. Implement Review 360, a behavior management and assessment tool, to determine student behavior needs and intervention supports.	2019-2020 Activity Restrictions: 639 Activity Restrictions 51% from Staff to Student Disrespect 2020-2021 ELEOT: Supportive Learning: 3.59 out of 4 2020-2021 Student Perception Survey: Students treat adults with respect: 2.62 out of 5	Staff Training from Review 360 (in implementing and utilizing Review 360 tools to document and analyze data) Morning Meeting and Staff Time (to analyze Review 360 data and create positive solutions and outcomes to address areas of concerns)	Activity Restrictions Data Review 360 Data ELEOT Observations Student Perception Survey

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. Implement Meeting Norms and schedule for morning meetings.	2020-2021 Staff Perception Survey: Governance and Leadership 3.84 out of 5	Jimmy Casas Principal Coaching Team Building Exercises	Staff Perception Survey Staff Check-ins
b. Implement monthly EBI themes that correlate with Social Emotional Competencies utilizing Second Steps and Review 360 curriculums in a whole school approach.	2020-2021 Social Emotional Learning Course Proficiency: 46% 2020-2021 Activity Restrictions: 639 53% from Anger Management	Point Sheet Behavior Tracker Zones of Regulation Growth Mindset 2nd Steps Review 360	Increased Proficiency in: Social Emotional Learning Course Decrease in Activity Restrictions due to Social Emotional Needs per Student

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Additional Target Areas and/or Information:
1. Reinstate connections with families and resident districts. 2. Continue best practices in special education case management.