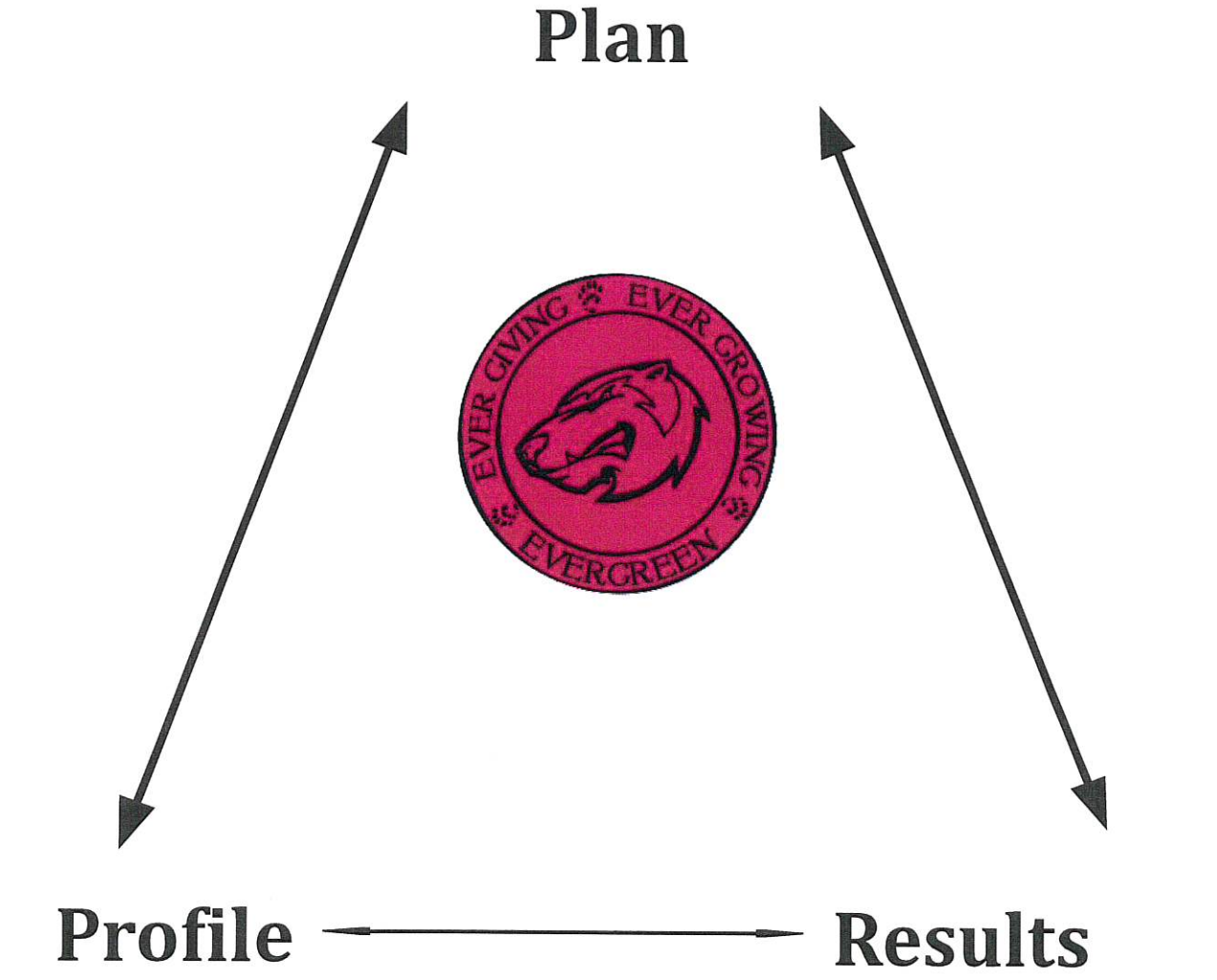
Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

Foundation
Profile (Comprehensive Needs Assessment)
Plan (Integrated Strategic Action Plan)

Evergreen School District
Strategic Planning
Continuous Improvement Process



Vision Mission Beliefs

FOUNDATION
Vision/Mission/Credo/Values/Beliefs/Goals/Focus Areas
Title I Home School Compact: School, Student, and Parent Roles

PROFILE (Comprehensive Needs Assessment from 2022-2023 Data)

Demographic Data
Student Enrollment Summary; Faculty Summary
Academic Course Scheduling Summary
Attendance
Discipline

Perception Data
Student, Staff, and Parent AdvancED (Cognia) Perception Surveys
Student Board Work Sessions Persuasive Speeches
Staff Book Study Perception Survey
Administrative Goals
Board Meeting Evaluation and Board Self-Assessment

Process Data
District Strategic Planning Process Timeline
Awards, Accolades, and Year in Review
Montana/Evergreen Behavioral Initiative
Co-Curricular Participation
Title I School-wide Plan
Multi-Tiered System of Support and Adopted Curriculum and Supplementary Resources
Individual with Disabilities Education Act
Student Services and Out-of-District Enrollment
AdvancED (Cognia) Engagement Review Report 2017
School Improvement Plans 2022-2023
Professional Learning Plan 2022-2023
Daily Agenda Postings
ELEOT Observations 2022-2023
Personalized Transformational Learning Grant 2019-2023
Instructional Coaching for Staff

Student Achievement Data
ESSA District and School Report Cards
College, Career, and Citizen Ready Summary 2022-2023
aimswebPlus Reading and Math 2022-2023
Course Pass Rate 2022-2023
Smarter Balanced Assessment/MSA 2022-2023

PLAN (Integrated Strategic Action Plan)
District Five Year Strategic Plan 2023-2027
Student Enrollment Summary; Faculty Summary
Academic Course Scheduling Summary
School Improvement Plans 2023-2024
Student Achievement Goals
Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
Additional Target Areas and/or Information
Teacher Action Plans with SMART Goals
District Support for Plans
Continuous Improvement Support Alignment 2023-2024
Professional Learning Plan 2023-2024
Graduate Profile
Teacher Lesson Plan Template Resource
Academic Programming Plan
Indian Education for All Plan
Priority Standards and Proficiency Scales
Family and Community Engagement Plan

Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

FOUNDATION
Vision
Mission
Credo
Values
Beliefs
Goals
Focus Areas
Title I Compact

EVERGREEN SCHOOL DISTRICT NO. 50
Strategic Planning and District Goals

Vision: We are a District that equips students with skills, resources, and resiliency to adapt, thrive, and positively contribute to our rapidly changing world.	
Mission: To enable students to become responsible citizens and lifelong learners by ensuring quality instruction in a nurturing environment	
Credo: Ever Giving; Ever Growing; Evergreen	
Values	**Beliefs**
• Community • Learning for All • Safety and Security • Standards and Expectations	• Involvement of Parents, Students, Businesses, Community, and Family • Lifelong Learning • Perception • Whole Child • Procedures • Safe Learning Environment • Ethics and Professionalism • Team Work and Collaboration • Data Driven Instruction
Goals	**Focus Areas**
1. To Improve Student Achievement and Learning	• Multiple assessments tied to standards • Data driven instruction and analysis • Professional development • Research based practices
2. To Improve Systematic Analysis and Allocation of Resources	• System allocations and the utilization of human capital • Long-term forecasting and planning • Funding for infrastructure, technology, and human resources based on student needs
3. To Improve Climate and Culture	• Nurturing a trusting and collaborative environment • Family and community connections • Policies, practices, and procedures that foster a positive environment

Evergreen School District #50
School – Parent – Student Compact

A compact is an agreement among participants working together for a common goal. This compact outlines the role of each group in an effort to provide a high quality education for our students.

Mission: To enable students to become responsible citizens and lifelong learners by ensuring quality instruction in a nurturing environment.

Vision: We are a district that equips students with skills, resources and resiliency to adapt, thrive and positively contribute to our rapidly changing world.

As a student, I will:

- Attend school regularly and arrive to all classes on time.
- Complete homework assignments on time and to the best of my ability.
- Always do my best to produce quality work.
- Participate in school related activities.
- Set aside time at home to read each day.
- Show respect for fellow students, teachers, and school property.
- Follow classroom, school, and bus rules.

As a parent, I will:

- Ensure that my child attends school regularly and arrives on time.
- Ensure that my child completes his/her homework on time.
- Provide a place in the home where my child can read, study, and complete assignments.
- Discuss my child's progress with his/her teacher on a regular basis.
- Support the school and encourage my child to be respectful of teachers and fellow students.
- Encourage my child to read at home daily.
- Volunteer at school whenever possible.

As teachers, we will:

- Help each child meet his/her fullest potential in a safe learning environment.
- Make efficient use of learning time by coming prepared to teach with meaningful activities.
- Provide high quality curriculum and instruction in a supportive environment where learning is encouraged and celebrated.
- Adapt instruction to meet the individual needs of all learners.
- Encourage students to read for enjoyment as well as for information.
- Supply students and parents with clear and frequent evaluations of progress and achievement.
- Promote an environment where parents feel welcome in our school and are encouraged to volunteer and participate in classroom activities.
- Encourage parents to contact teachers to discuss their child's progress academically and socially.
- Hold parent-teacher conferences to discuss individual student progress achievement and share ways to support learning at home.

Student:_____ **Signature:**_____ **Date:**_____

Parent:_____ **Signature:**_____ **Date:**_____

Teacher:_____ **Signature:**_____ **Date:**_____

Principal:_____ **Signature:**_____ **Date:**_____

Highly Qualified Teacher Status Right to Know

As a parent of a student, you can request information regarding your children's teachers, including: (1) completion of state requirements for certification; (2) emergency or other provisional status; (3) educational background; and(4) whether paraprofessionals are serving the child and, if so, their qualifications.

Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

PROFILE
(Comprehensive Needs Assessment from 2022-2023 Data)
Demographic Data
Perception Data
Process Data
Student Achievement Data

Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

PROFILE
Demographic Data

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Demographic Data

2022-2023 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	662	41	7	1	5	1	559	48	363	299
	%	100%	6%	1%	0%	1%	0%	84%	7%	55%	45%
Special Education	#	174	4	5	1	2	0	148	14	122	52
	%	26%	2%	3%	1%	1%	0%	85%	8%	70%	30%
MTSS	#	166	5	2	0	1	0	148	10	79	87
	%	25%	3%	1%	0%	1%	0%	89%	6%	48%	52%
Gifted/ Talented	#	36	1	0	0	0	0	32	3	17	19
	%	5%	3%	0%	0%	0%	0%	89%	8%	47%	53%
Free/Reduced Lunch (CEP)	#	662	41	7	1	5	1	559	48	363	299
	%	100%	6%	1%	0%	1%	0%	84%	7%	55%	45%
FIT	#	42	3	0	0	0	0	34	5	23	19
	%	6%	7%	0%	0%	0%	0%	81%	12%	55%	45%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Certified Staff	#	71	2	1	0	0	0	67	1	16	55
	%	100%	3%	1%	0%	0%	0%	94%	1%	23%	77%
Certified Attrition	#	15	0	0	0	0	0	15	0	2	13
	%	21%	0%	0%	0%	0%	0%	100%	0%	13%	87%
Bachelor Degree	#	16									
	%	23%									
Bachelor +10	#	2									
	%	3%									
Bachelor +20	#	1									
	%	1%									
Bachelor +30	#	7									
	%	10%									
Bachelor +40	#	4									
	%	6%									
Bachelor +50	#	35									
	%	49%									
Master or Above	#	39									
	%	55%									

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50 EAST ELEMENTARY

PROFILE DATA

Demographic Data

2022-2023 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	359	32	5	1	4	1	290	26	199	160
	%	100%	9%	1%	0%	1%	0%	81%	7%	55%	45%
Special Education	#	78	2	4	1	2	0	62	7	56	22
	%	22%	3%	5%	1%	3%	0%	79%	9%	72%	28%
MTSS	#	43	2	1	0	0	0	39	1	22	21
	%	12%	5%	2%	0%	0%	0%	91%	2%	51%	49%
Gifted/ Talented	#	11	1	0	0	0	0	9	1	6	5
	%	3%	9%	0%	0%	0%	0%	82%	9%	55%	45%
Free/Reduced Lunch (CEP)	#	359	32	5	1	4	1	290	26	199	160
	%	100%	9%	1%	0%	1%	0%	81%	7%	55%	45%
FIT	#	15	1	0	0	0	0	12	2	11	4
	%	4%	7%	0%	0%	0%	0%	80%	13%	73%	27%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Certified Staff	#	34	1	0	0	0	0	33	0	4	30
	%	100%	3%	0%	0%	0%	0%	97%	0%	12%	88%
Certified Attrition	#	8	0	0	0	0	0	8	0	1	7
	%	24%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Bachelor Degree	#	10
	%	29%
Bachelor +10	#	1
	%	3%
Bachelor +20	#	0
	%	0%
Bachelor +30	#	3
	%	9%
Bachelor +40	#	2
	%	6%
Bachelor +50	#	15
	%	44%
Master or Above	#	18
	%	53%

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50 JUNIOR HIGH

PROFILE DATA

Demographic Data

2022-2023 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	264	8	1	0	1	0	235	19	130	134
	%	100%	3%	0%	0%	0%	0%	89%	7%	49%	51%
Special Education	#	57	1	0	0	0	0	52	4	32	25
	%	22%	2%	0%	0%	0%	0%	91%	7%	56%	44%
MTSS	#	123	3	1	0	1	0	109	9	57	66
	%	47%	2%	1%	0%	1%	0%	89%	7%	46%	54%
Gifted/ Talented	#	25	0	0	0	0	0	23	2	11	14
	%	9%	0%	0%	0%	0%	0%	92%	8%	44%	56%
Free/Reduced Lunch (CEP)	#	264	8	1	0	1	0	235	19	130	134
	%	100%	3%	0%	0%	0%	0%	89%	7%	49%	51%
FIT	#	25	1	0	0	0	0	21	3	10	15
	%	9%	4%	0%	0%	0%	0%	84%	12%	40%	60%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%%	0%	0%	0%	0%	0%	0%
Certified Staff	#	25	1	1	0	0	0	22	1	8	17
	%	100%	4%	4%	0%	0%	0%	88%	4%	32%	68%
Certified Attrition	#	6	0	0	0	0	0	6	0	1	5
	%	24%	0%	0%	0%	0%	0%	0%	0%	17%	83%
Bachelor Degree	#	4									
	%	16%									
Bachelor +10	#	1									
	%	4%									
Bachelor +20	#	1									
	%	4%									
Bachelor +30	#	1									
	%	4%									
Bachelor +40	#	2									
	%	8%									
Bachelor +50	#	13									
	%	52%									
Master or Above	#	12									
	%	48%									

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50 CROSSROADS

PROFILE DATA

Demographic Data

2022-2023 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	39	1	1	0	0	0	34	3	34	5
	%	100%	3%	3%	0%	0%	0%	87%	8%	87%	13%
Special Education	#	39	1	1	0	0	0	34	3	34	5
	%	100%	3%	3%	0%	0%	0%	87%	8%	87%	13%
MTSS	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Gifted/ Talented	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Free/Reduced Lunch (CEP)	#	39	1	1	0	0	0	34	3	34	5
	%	100%	3%	3%	0%	0%	0%	87%	8%	87%	13%
FIT	#	2	1	0	0	0	0	1	0	2	0
	%	5%	50%	0%	0%	0%	0%	50%	0%	100%	0%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Certified Staff	#	9	0	0	0	0	0	9	0	4	5
	%	100%	0%	0%	0%	0%	0%	100%	0%	44%	56%
Certified Attrition	#	1	0	0	0	0	0	1	0	0	1
	%	11%	0%	0%	0%	0%	0%	100%	0%	0%	100%
Bachelor Degree	#	2									
	%	22%									
Bachelor +10	#	0									
	%	0%									
Bachelor +20	#	0									
	%	0%									
Bachelor +30	#	3									
	%	33%									
Bachelor +40	#	0									
	%	0%									
Bachelor +50	#	4									
	%	44%									
Master or Above	#	6									
	%	67%									

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Demographic Data

2022-2023 Academic Course Scheduling Summary

	PreSchool	Early Kinder	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Percentage
Total Enrollment	9	19	63	73	67	57	71	62	66	61	75	623	100%
Regular Education Enrollment	0	11	54	55	53	47	52	49	45	47	58	471	76%
Gifted Education Enrollment	0	0	0	0	3	4	1	2	0	3	5	18	3%
Special Education Enrollment	9	8	9	18	11	6	18	11	21	11	12	134	22%
Total Course Sections	2	1	6	6	6	3	5	20	21	15	14	99	100%
Regular Education Sections	0	0	4	4	4	2	3	12	7	4	3	43	43%
Accelerated Education Sections	0	0	0	0	0	0	0	0	0	1	1	2	2%
Special Education Sections	2	1	2	2	2	1	2	8	14	10	10	54	55%
Instructional Support Services Sections	2	1	0	0	0	0	0	0	3	1	3	10	19%
Co-Teach Sections	0	0	1	1	1	1	1	3	6	4	2	20	37%
Resource Sections	0	0	0	0	0	0	0	0	0	0	0	0	0%
Self-Contained Sections	0	0	1	1	1	0	1	5	5	5	5	24	44%

EVERGREEN SCHOOL DISTRICT NO. 50 EAST ELEMENTARY									
PROFILE DATA Demographic Data									
2022-2023 Academic Course Scheduling Summary									
	PreSchool	Early Kinder	Kinder	1st	2nd	3rd	4th	Total	Percentage
Total Enrollment	9	19	63	73	67	57	71	359	100%
Regular Education Enrollment	0	11	54	55	53	47	52	272	76%
Gifted Education Enrollment	0	0	0	0	3	4	1	8	2%
Special Education Enrollment	9	8	9	18	11	6	18	79	22%
Total Course Sections	2	1	6	6	6	3	5	29	100%
Regular Education Sections	0	0	4	4	4	2	3	17	59%
Accelerated Education Sections	0	0	0	0	0	0	0	0	0%
Special Education Sections	2	1	2	2	2	1	2	12	41%
Instructional Support Services Sections	2	1	0	0	0	0	0	3	25%
Co-Teach Sections	0	0	1	1	1	1	1	5	42%
Resource Sections	0	0	0	0	0	0	0	0	0%
Self-Contained Sections	0	0	1	1	1	0	1	4	33%

EVERGREEN SCHOOL DISTRICT NO. 50 JUNIOR HIGH						
PROFILE DATA Demographic Data						
2022-2023 Academic Course Scheduling Summary						
	5th	6th	7th	8th	Total	Percentage
Total Enrollment	62	66	61	75	264	100%
Regular Education Enrollment	49	45	47	58	199	75%
Gifted Education Enrollment	2	0	3	5	10	4%
Special Education Enrollment	11	21	11	12	55	21%
Total Course Sections	20	21	15	14	70	100%
Regular Education Sections	12	7	4	3	26	37%
Accelerated Education Sections	0	0	1	1	2	3%
Special Education Sections	8	14	10	10	42	60%
Instructional Support Services Sections	0	3	1	3	7	17%
Co-Teach Sections	3	6	4	2	15	36%
Resource Sections	0	0	0	0	0	0%
Self-Contained Sections	5	5	5	5	20	48%

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Demographic Data

Attendance Data - Absent More Than 15 Days

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Average Daily Attendance	#											
	%	1.02%	90.74%	89.72%	91.28%	94.06%	92.58%	92.29%	90.76%	93.56%	91.61%	91.76%
Total Enrollment	#	-10	752	762	728	732	811	840	777	753	766	737
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	-46	289	335	242	114	249	243	254	191	257	203
	%	-11.53%	37.59%	49.12%	32.61%	16.24%	29.09%	27.95%	29.71%	21.23%	33.55%	27.54%
Special Education	#	-32	84	116	68	41	68	51	54	32	33	13
	%	-10.64%	17.90%	28.54%	15.22%	9.11%	13.22%	11.69%	11.57%	6.44%	4.31%	1.76%
Response to Intervention	#	-5	74	79	76	40	20	16	35	28	24	92
	%	-0.21%	7.34%	7.55%	7.62%	3.96%	1.72%	1.43%	3.31%	2.80%	3.13%	12.48%
Gifted/ Talented	#	0	6	6	4	3	3	3	1	1	7	3
	%	0.50%	1.11%	0.61%	0.94%	0.30%	0.28%	0.27%	0.10%	0.10%	0.91%	0.41%
Free/Reduced Lunch	#	-46	289	335	242	114	249	243	254	191	257	0
	%	-11.53%	37.59%	49.12%	32.61%	16.24%	29.09%	27.95%	29.71%	21.23%	33.55%	0.00%
Homeless	#	-11	23	34	50	35	33	21	25	24	28	0
	%	-0.67%	3.28%	3.95%	6.11%	5.33%	3.54%	3.87%	3.83%	2.28%	3.66%	0.00%
Retained Last Year	#	-1	0	1	1	0	0	0	0	1	1	0
	%	-0.09%	0.00%	0.09%	0.09%	0.00%	0.00%	0.00%	0.00%	0.08%	0.13%	0.00%
Male	#	-31	152	183	129	61	138	144	144	112	148	125
	%	-10.32%	22.66%	32.98%	20.24%	11.09%	19.59%	19.05%	18.34%	13.77%	19.32%	16.96%
Female	#	-15	137	152	113	63	111	99	110	79	109	78
	%	-1.20%	14.93%	16.14%	12.37%	6.09%	9.50%	8.90%	11.37%	7.46%	14.23%	10.58%

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50 EAST ELEMENTARY

PROFILE DATA

Demographic Data

Attendance Data - Absent More Than 15 Days

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Average Daily Attendance	#											
	%	0.60%	90.82%	90.22%	92.34%	95.02%	92.04%	92.08%	91.09%	91.66%	91.45%	90.50%
Total Enrollment	#	5	389	384	352	356	444	460	405	399	418	424
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	-4	147	151	91	51	141	127	132	101	120	105
	%	-1.53%	37.79%	39.32%	25.85%	14.33%	31.76%	27.61%	32.59%	25.31%	28.71%	24.76%
Special Education	#	-2	38	40	25	20	42	23	25	14	0	0
	%	-0.65%	9.77%	10.42%	7.10%	5.62%	9.46%	5.00%	6.17%	3.51%	0.00%	0.00%
Response to Intervention	#	-2	29	31	26	10	12	6	11	6		82
	%	-0.62%	7.46%	8.07%	7.39%	2.81%	2.70%	1.30%	2.72%	1.50%	0.00%	19.34%
Gifted/Talented	#	2	2	0	0	0	1	1	0	0	0	0
	%	0.51%	0.51%	0.00%	0.00%	0.00%	0.23%	0.22%	0.00%	0.00%	0.00%	0.00%
Free/Reduced Lunch	#	-4	147	151	91	51	141	127	132	101	120	
	%	-1.53%	37.79%	39.32%	25.85%	14.33%	31.76%	27.61%	32.59%	25.31%	28.71%	0.00%
Homeless	#	5	10	5	12	16	19	7	8	11	14	0
	%	1.27%	2.57%	1.30%	3.41%	4.49%	4.28%	1.52%	1.98%	2.76%	3.35%	0.00%
Retained Last Year	#	-1	0	1	1	0	0	0	0	1	1	0
	%	-0.26%	0.00%	0.26%	0.28%	0.00%	0.00%	0.00%	0.00%	0.25%	0.24%	0.00%
Male	#	3	85	82	51	25	72	68	69	63	67	63
	%	0.50%	21.85%	21.35%	14.49%	7.02%	16.22%	14.78%	17.04%	15.79%	16.03%	14.86%
Female	#	-7	62	69	40	36	69	59	63	38	53	42
	%	-2.03%	15.94%	17.97%	11.36%	10.11%	15.54%	12.83%	15.56%	9.52%	12.68%	9.91%

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19
*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19
*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50 JUNIOR HIGH

PROFILE DATA

Demographic Data

Attendance Data - Absent More Than 15 Days

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Average Daily Attendance	#											
	%	1.39%	90.28%	88.89%	88.89%	94.65%	92.11%	92.31%	87.84%	93.70%	91.32%	93.02%
Total Enrollment	#	-20	309	329	323	331	324	336	332	319	315	313
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	-31	123	154	135	55	97	105	113	86	120	98
	%	-7.00%	39.81%	46.81%	41.80%	16.62%	29.94%	31.25%	34.04%	26.96%	38.10%	31.31%
Special Education	#	-19	27	46	27	13	15	17	20	14	16	13
	%	-5.24%	8.74%	13.98%	8.36%	3.93%	4.63%	5.06%	6.02%	4.39%	5.08%	4.15%
Response to Intervention	#	-3	45	48	50	30	8	10	24	22	24	10
	%	-0.03%	14.56%	14.59%	15.48%	9.06%	2.47%	2.98%	7.23%	6.90%	7.62%	3.19%
Gifted/ Talented	#	-3	3	6	3	3	2	2	1	1	7	3
	%	-0.85%	0.97%	1.82%	0.93%	0.91%	0.62%	0.60%	0.30%	0.31%	2.22%	0.96%
Free/Reduced Lunch	#	-31	123	154	135	55	97	105	113	86	120	0
	%	-7.00%	39.81%	46.81%	41.80%	16.62%	29.94%	31.25%	34.04%	26.96%	38.10%	0.00%
Homeless	#	-17	11	28	36	16	13	11	15	13	14	0
	%	-4.95%	3.56%	8.51%	11.15%	4.83%	4.01%	3.27%	4.52%	4.08%	4.44%	0.00%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Male	#	-23	51	74	64	28	55	66	68	45	65	62
	%	-5.99%	16.50%	22.49%	19.81%	8.46%	16.98%	19.64%	20.48%	14.11%	20.63%	19.81%
Female	#	-8	72	80	71	27	42	39	45	41	55	36
	%	-1.02%	23.30%	24.32%	21.98%	8.16%	12.96%	11.61%	13.55%	12.85%	17.46%	11.50%

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50 CROSSROADS

PROFILE DATA

Demographic Data

Attendance Data - Absent More Than 15 Days

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Average Daily Attendance	#										
	%	1.07%	91.13%	90.06%	92.62%	92.50%	93.58%	92.48%	93.36%	95.32%	92.05%
Total Enrollment	#	5	54	49	53	45	43	44	40	35	33
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	-11	19	30	16	8	11	11	9	4	17
	%	-26.04%	35.19%	61.22%	30.19%	17.78%	25.58%	25.00%	22.50%	11.43%	51.52%
Special Education	#	-11	19	30	16	8	11	11	9	4	17
	%	-26.04%	35.19%	61.22%	30.19%	17.78%	25.58%	25.00%	22.50%	11.43%	51.52%
Response to Intervention	#	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Gifted/ Talented	#	1	1	0	1	0	0	0	0	0	0
	%	1.85%	1.85%	0.00%	1.89%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Free/Reduced Lunch	#	-11	19	30	16	8	11	11	9	4	17
	%	-26.04%	35.19%	61.22%	30.19%	17.78%	25.58%	25.00%	22.50%	11.43%	51.52%
Homeless	#	1	2	1	2	3	1	3	2	0	0
	%	1.66%	3.70%	2.04%	3.77%	6.67%	2.33%	6.82%	5.00%	0.00%	0.00%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Male	#	-11	16	27	14	8	11	10	7	4	16
	%	-25.47%	29.63%	55.10%	26.42%	17.78%	25.58%	22.73%	17.50%	11.43%	48.48%
Female	#	0	3	3	2	0	0	1	2	0	1
	%	-0.57%	5.56%	6.12%	3.77%	0.00%	0.00%	2.27%	5.00%	0.00%	3.03%

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Demographic Data

Discipline - Number of Referrals

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Total Enrollment	#	-10	752	762	728	735	811	840	777	753	766	737
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	-97	749	846	573	432	904	1020	516	611	619	416
	%	-11.42%	99.60%	111.02%	78.71%	58.78%	111.47%	121.43%	66.41%	81.14%	80.81%	56.45%
Special Education	#	-11	383	394	348	232	549	402	109	290	373	60
	%	4.56%	51.13%	46.57%	60.73%	53.70%	60.73%	39.41%	21.12%	47.46%	60.26%	14.42%
Response to Intervention	#	-24	239	263	118	136	23	185	113	61	93	18
	%	0.82%	31.91%	31.09%	20.59%	31.48%	2.54%	18.14%	21.90%	9.98%	15.02%	4.33%
Gifted/ Talented	#	-6	25	31	13	25	22	22	4	0	19	7
	%	-0.33%	3.34%	3.66%	2.27%	5.79%	2.43%	2.16%	0.78%	0.00%	3.07%	1.68%
Free/Reduced Lunch	#	-97	749	846	573	432	904	1020	516	611	619	285
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	68.51%
Homeless	#	-3	81	84	125	88	134	98	50	57	59	37
	%	0.89%	10.81%	9.93%	21.82%	20.37%	14.82%	9.61%	9.69%	9.33%	9.53%	8.89%
Retained Last Year	#	0	0	0	0	1	0	0	0	1	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.23%	0.00%	0.00%	0.00%	0.16%	0.00%	0.00%
Male	#	-47	534	581	452	361	753	861	422	458	520	234
	%	2.62%	71.30%	68.68%	78.88%	83.56%	83.30%	84.41%	81.78%	74.96%	84.01%	56.25%
Female	#	-50	215	265	121	72	151	131	94	57	99	117
	%	-2.62%	28.70%	31.32%	21.12%	16.67%	16.70%	12.84%	18.22%	9.33%	15.99%	28.13%
Early Kindergarten	#	0	0	0	0	0	0	1	3	4	0	
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.58%	0.65%	0.00%	0.00%
Kindergarten	#	9	12	3	0	2	0	97	65	13	7	
	%	1.25%	1.60%	0.35%	0.00%	0.46%	0.00%	9.51%	12.60%	2.13%	1.13%	0.00%
1st Grade	#	12	18	6	9	3	7	66	22	3	35	
	%	1.69%	2.40%	0.71%	1.57%	0.69%	0.77%	6.47%	4.26%	0.49%	5.65%	0.00%
2nd Grade	#	-9	10	19	47	8	77	90	7	11	30	
	%	-0.91%	1.34%	2.25%	8.20%	1.85%	8.52%	8.82%	1.36%	1.80%	4.85%	0.00%
3rd Grade	#	30	41	11	48	39	81	61	83	54	46	
	%	4.17%	5.47%	1.30%	8.38%	9.03%	8.96%	5.98%	16.09%	8.84%	7.43%	0.00%
4th Grade	#	43	72	29	55	27	64	90	37	33	78	
	%	6.18%	9.61%	3.43%	9.60%	6.25%	7.08%	8.82%	7.17%	5.40%	12.60%	0.00%
5th Grade	#	-142	100	242	89	52	165	118	39	136	121	104
	%	-15.25%	13.35%	28.61%	15.53%	12.04%	18.25%	11.57%	7.56%	22.26%	19.55%	25.00%
6th Grade	#	-33	218	251	68	118	94	170	138	82	120	94
	%	-0.56%	29.11%	29.67%	11.87%	27.31%	10.40%	16.67%	26.74%	13.42%	19.39%	22.60%
7th Grade	#	38	162	124	173	111	230	126	75	105	87	82
	%	6.97%	21.63%	14.66%	30.19%	25.69%	25.44%	12.35%	14.53%	17.18%	14.05%	19.71%
8th Grade	#	-44	116	160	128	72	185	161	48	76	95	71
	%	-3.43%	15.49%	18.91%	22.34%	16.67%	20.46%	15.78%	9.30%	12.44%	15.35%	17.07%

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19
*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19
*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50 EAST ELEMENTARY

PROFILE DATA

Demographic Data

Discipline - Number of Referrals

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Total Enrollment	#	5	389	384	352	356	444	460	405	399	418	424
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	99	131	32	19	21	88	354	212	153	112	65
	%	25.34%	33.68%	8.33%	5.40%	5.90%	19.82%	76.96%	52.35%	38.35%	26.79%	15.33%
Special Education	#	61	69	8	9	12	52	25	43	4	15	5
	%	27.67%	52.67%	25.00%	47.37%	57.14%	59.09%	7.06%	20.28%	2.61%	13.39%	7.69%
Response to Intervention	#	30	42	12	7	2	6	9	8	6	24	7
	%	-5.44%	32.06%	37.50%	36.84%	9.52%	6.82%	2.54%	3.77%	3.92%	21.43%	10.77%
Gifted/ Talented	#	1	1	0	0	0	21	0	0	0	0	0
	%	0.76%	0.76%	0.00%	0.00%	0.00%	23.86%	0.00%	0.00%	0.00%	0.00%	0.00%
Free/Reduced Lunch	#	99	131	32	19	21	88	354	212	153	112	62
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	95.38%
Homeless	#	10	14	4	6	6	17	6	20	9	15	0
	%	-1.81%	10.69%	12.50%	31.58%	28.57%	19.32%	1.69%	9.43%	5.88%	13.39%	0.00%
Retained Last Year	#	0	0	0	0	1	0	0	0	1	0	0
	%	0.00%	0.00%	0.00%	0.00%	4.76%	0.00%	0.00%	0.00%	0.65%	0.00%	0.00%
Male	#	69	86	17	13	12	34	280	189	42	100	
	%	12.52%	65.65%	53.13%	68.42%	57.14%	38.64%	79.10%	89.15%	27.45%	89.29%	0.00%
Female	#	30	45	15	6	9	54	74	23	5	12	
	%	-12.52%	34.35%	46.88%	31.58%	42.86%	61.36%	20.90%	10.85%	3.27%	10.71%	0.00%
Early Kindergarten	#	0	0	0	0	0	0	1	3	4	0	
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.28%	1.42%	2.61%	0.00%	0.00%
Kindergarten	#	12	12	0	0	2	0	97	65	13	7	
	%	9.16%	9.16%	0.00%	0.00%	9.52%	0.00%	27.40%	30.66%	8.50%	6.25%	0.00%
1st Grade	#	9	14	5	1	3	7	66	22	3	35	
	%	-4.94%	10.69%	15.63%	5.26%	14.29%	7.95%	18.64%	10.38%	1.96%	31.25%	0.00%
2nd Grade	#	-6	10	16	3	5	31	56	7	11	22	
	%	-42.37%	7.63%	50.00%	15.79%	23.81%	35.23%	15.82%	3.30%	7.19%	19.64%	0.00%
3rd Grade	#	29	38	9	4	8	6	57	82	12	19	
	%	0.88%	29.01%	28.13%	21.05%	38.10%	6.82%	16.10%	38.68%	7.84%	16.96%	0.00%
4th Grade	#	55	57	2	11	3	44	77	33	16	29	
	%	37.26%	43.51%	6.25%	57.89%	14.29%	50.00%	21.75%	15.57%	10.46%	25.89%	0.00%

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19
*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19
*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50 JUNIOR HIGH

PROFILE DATA

Demographic Data

Discipline - Number of Referrals

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Total Enrollment	#	-20	309	329	323	331	324	336	332	319	315	313
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	-225	483	708	321	260	476	410	294	203	192	351
	%	-58.89%	156.31%	215.20%	99.38%	78.55%	146.91%	122.02%	88.55%	63.64%	60.95%	112.14%
Special Education	#	-101	179	280	106	69	157	121	56	31	43	55
	%	-2.49%	37.06%	39.55%	33.02%	26.54%	32.98%	29.51%	19.05%	15.27%	22.40%	15.67%
Response to Intervention	#	-54	197	251	111	134	17	176	105	55	69	11
	%	5.33%	40.79%	35.45%	34.58%	51.54%	3.57%	42.93%	35.71%	27.09%	35.94%	3.13%
Gifted/ Talented	#	0	23	23	12	10	1	22	4	0	19	7
	%	1.51%	4.76%	3.25%	3.74%	3.85%	0.21%	5.37%	1.36%	0.00%	9.90%	1.99%
Free/Reduced Lunch	#	-225	483	708	321	260	476	410	294	203	192	223
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	63.53%
Homeless	#	-28	50	78	81	57	52	72	29	48	44	37
	%	-0.66%	10.35%	11.02%	25.23%	21.92%	10.92%	17.56%	9.86%	23.65%	22.92%	10.54%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Male	#	-151	315	466	212	204	386	369	225	173	125	234
	%	-0.60%	65.22%	65.82%	66.04%	78.46%	81.09%	90.00%	76.53%	85.22%	65.10%	66.67%
Female	#	-74	168	242	109	56	90	41	69	40	67	117
	%	0.60%	34.78%	34.18%	33.96%	21.54%	18.91%	10.00%	23.47%	19.70%	34.90%	33.33%
5th Grade	#	-147	86	233	72	34	78	101	38	46	56	104
	%	-15.10%	17.81%	32.91%	22.43%	13.08%	16.39%	24.63%	12.93%	22.66%	29.17%	29.63%
6th Grade	#	-39	207	246	56	80	87	93	136	48	58	94
	%	8.11%	42.86%	34.75%	17.45%	30.77%	18.28%	22.68%	46.26%	23.65%	30.21%	26.78%
7th Grade	#	3	94	91	103	77	183	82	73	48	57	82
	%	6.61%	19.46%	12.85%	32.09%	29.62%	38.45%	20.00%	24.83%	23.65%	29.69%	23.36%
8th Grade	#	-42	96	138	90	69	127	134	47	61	21	71
	%	0.38%	19.88%	19.49%	28.04%	26.54%	26.68%	32.68%	15.99%	30.05%	10.94%	20.23%

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50 CROSSROADS

PROFILE DATA

Demographic Data

Discipline - Number of Referrals

Category		Change	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Total Enrollment	#	5	54	49	53	48	43	44	40	35	33
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
All Students	#	29	135	106	233	151	340	256	10	255	315
	%	33.67%	250.00%	216.33%	439.62%	314.58%	790.70%	581.82%	25.00%	728.57%	954.55%
Special Education	#	29	135	106	233	151	340	256	10	255	315
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Response to Intervention	#	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Gifted/ Talented	#	-7	1	8	1	15	0	0	0	0	0
	%	-6.81%	0.74%	7.55%	0.43%	9.93%	0.00%	0.00%	0.00%	0.00%	0.00%
Free/Reduced Lunch	#	29	135	106	233	151	340	256	10	255	315
	%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Homeless	#	15	17	2	38	25	65	20	1	0	0
	%	10.71%	12.59%	1.89%	16.31%	16.56%	19.12%	7.81%	10.00%	0.00%	0.00%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Male	#	35	133	98	227	145	333	212	8	243	295
	%	6.07%	98.52%	92.45%	97.42%	96.03%	97.94%	82.81%	80.00%	95.29%	93.65%
Female	#	-6	2	8	6	7	7	16	2	12	20
	%	-6.07%	1.48%	7.55%	2.58%	4.64%	2.06%	6.25%	20.00%	4.71%	6.35%
Kindergarten	#	-3	0	3	0	0	0	0	0	0	0
	%	-2.83%	0.00%	2.83%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
1st Grade	#	3	4	1	8	0	0	40	0	0	0
	%	2.02%	2.96%	0.94%	3.43%	0.00%	0.00%	15.63%	0.00%	0.00%	0.00%
2nd Grade	#	-3	0	3	0	3	46	34	0	0	8
	%	-2.83%	0.00%	2.83%	0.00%	1.99%	13.53%	13.28%	0.00%	0.00%	2.54%
3rd Grade	#	1	3	2	44	31	75	4	1	42	27
	%	0.34%	2.22%	1.89%	18.88%	20.53%	22.06%	1.56%	10.00%	16.47%	8.57%
4th Grade	#	-12	15	27	44	24	20	13	4	17	49
	%	-14.36%	11.11%	25.47%	18.88%	15.89%	5.88%	5.08%	40.00%	6.67%	15.56%
5th Grade	#	5	14	9	17	18	87	17	1	90	65
	%	1.88%	10.37%	8.49%	7.30%	11.92%	25.59%	6.64%	10.00%	35.29%	20.63%
6th Grade	#	6	11	5	12	38	7	77	2	34	62
	%	3.43%	8.15%	4.72%	5.15%	25.17%	2.06%	30.08%	20.00%	13.33%	19.68%
7th Grade	#	35	68	33	70	34	47	44	2	57	30
	%	19.24%	50.37%	31.13%	30.04%	22.52%	13.82%	17.19%	20.00%	22.35%	9.52%
8th Grade	#	-2	20	22	38	3	58	27	1	15	74
	%	-5.94%	14.81%	20.75%	16.31%	1.99%	17.06%	10.55%	10.00%	5.88%	23.49%

The numbers reported in 2014-2015 and 2015-2016 include school write-ups for Activity Restrictions and Program Restrictions. With the change in procedures, the numbers for 2016-2017 are only the numbers reported in Infinite Campus. As we refine our practices, the numbers reported in Infinite Campus for 2017-2018 will include referrals known as Program Restrictions to better track and report data.

*2019-2020 data through March 13, 2020 due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

PROFILE
Perception Data

Evergreen School District 2022-2023 Cognia Staff, Student, and Parent Perception Surveys Results (January 2023)									
	East Evergreen Elementary		Evergreen Junior High		Crossroads			Staff	Parents
	EK-2nd	3rd-4th	5th	6th-8th	K-2nd	3rd-5th	6th-8th	All Staff	All Families
Number of Respondents (747 Total)	203*	133	62	143	4*	12	16	82	92
Rating Scale		0-3	0-3	0-5		0-3	0-5	0-5	0-5
Purpose and Direction		2.75	2.72	3.58		2.54	3.72	4.26	3.83
Governance and Leadership		2.54	2.54	3.38		2.42	3.28	4.11	3.7
Teaching and Assessing for Learning		2.66	2.61	3.69		2.59	3.89	3.96	3.92
Resources and Support Systems		2.79	2.75	3.45		2.69	3.33	4.18	3.93
Using Results for Continuous Improvement		2.55	2.55	3.63		2.42	3.7	4.14	3.77
OVERALL AVERAGE		**2.66**	**2.63**	**3.59**		**2.55**	**3.71**	**4.1**	**3.85**
Cognia Network Average		2.76	2.76	3.62		2.76	3.62	4.12	4.04
Difference in Evergreen to Cognia		-0.1	-0.13	-0.03		-0.21	0.09	-0.02	-0.19

*K-2 students completed a district survey, not a Cognia survey.

Evergreen School District

2022-2023 Cognia Staff Perception Survey Results (82 Responses, January 2023)

		ESD Avg	Cognia Avg	Diff	SA	A	N	D	SD	NA
	OVERALL AVERAGE	**4.1**	**4.12**	**-0.02**						
	Purpose and Direction	**4.26**	**4.31**	**-0.05**						
1	Our school's purpose statement is clearly focused on student success.	4.44			39	40	3	0	0	0
2	Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	4.00			21	41	19	1	0	0
3	Our school's purpose statement is based on shared values and beliefs that guide decision-making.	4.23			29	43	10	0	0	0
4	Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	4.29			31	44	7	0	0	0
5	Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	4.32			33	43	5	1	0	0
	Governance and Leadership	**4.11**	**4.24**	**-0.13**						
1	Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	4.26			33	39	8	2	0	0
2	Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	4.22			34	34	12	2	0	0
3	Our school's leaders support an innovative and collaborative culture.	4.01			26	34	20	1	1	0
4	Our school's leaders expect staff members to hold all students to high academic standards.	4.28			33	41	6	2	0	0
5	Our school's leaders hold themselves accountable for student learning.	3.99			22	43	11	6	0	0
6	Our school's leaders hold all staff members accountable for student learning.	4.13			24	49	5	4	0	0
7	Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	4.29			32	44	4	2	0	0
8	Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	4.04			26	34	17	3	0	2
9	Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	3.87			21	33	24	4	0	0
10	Our school's leaders provide opportunities for stakeholders to be involved in the school.	3.96			19	42	18	2	0	1
	Teaching and Assessing for Learning	**3.96**	**4.18**	**-0.22**						
1	All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	3.97			19	43	11	5	0	4
2	All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	3.90			21	37	14	6	1	3
3	All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	3.83			16	40	15	7	0	4
4	All teachers in our school use a variety of technologies as instructional resources.	4.13			25	41	9	3	0	4
5	All teachers in our school use a process to inform students of their learning expectations and standards of performance.	3.90			19	37	17	5	0	4
6	All teachers in our school provide students with specific and timely feedback about their learning.	3.81			16	37	17	7	0	5
7	All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	3.94			22	35	13	7	0	5
8	All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	3.88			20	34	17	6	0	5
9	All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	4.10			26	38	10	4	0	4
10	All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	3.92			21	34	18	3	1	5
11	In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	3.94			21	37	16	5	0	3
12	In our school, related learning support services are provided for all students based on their needs.	4.03			26	36	10	7	0	3
13	In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	4.11			29	37	11	3	1	1
14	In our school, all staff members use student data to address the unique learning needs of all students.	3.90			23	37	10	9	1	2
15	In our school, staff members provide peer coaching to teachers.	3.79			19	35	14	6	3	5
16	In our school, a formal process is in place to support new staff members in their professional practice.	4.06			29	36	7	4	3	3
17	In our school, all staff members participate in continuous professional learning based on identified needs of the school.	4.15			31	38	9	2	2	0
18	In our school, a professional learning program is designed to build capacity among all professional and support staff members.	4.11			30	38	9	3	2	0
19	In our school, all school personnel regularly engage families in their children's learning progress.	3.66			12	36	24	6	1	3
20	In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	4.04			23	39	16	2	0	2

Evergreen School District

2022-2023 Cognia Staff Perception Survey Results (82 Responses, January 2023)

		ESD Avg	Cognia Avg	Diff	SA	A	N	D	SD	NA
	OVERALL AVERAGE	**4.1**	**4.12**	**-0.02**						
	Resources and Support Systems	**4.18**	**4.26**	**-0.08**						
1	Our school provides qualified staff members to support student learning.	4.30			34	41	5	2	0	0
2	Our school provides instructional time and resources to support our school's goals and priorities.	4.12			25	43	13	1	0	0
3	Our school provides sufficient material resources to meet student needs.	4.06			22	47	7	5	0	1
4	Our school provides protected instructional time.	4.16			23	50	6	2	0	1
5	Our school provides a variety of information resources to support student learning.	4.10			23	47	9	3	0	0
6	Our school provides a plan for the acquisition and support of technology to support student learning.	4.24			30	42	10	0	0	0
7	Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	4.16			28	39	15	0	0	0
8	Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	4.21			29	43	9	0	1	0
9	Our school provides opportunities for students to participate in activities that interest them.	3.90			16	45	18	3	0	0
10	Our school maintains facilities that support student learning.	4.35			32	47	3	0	0	0
11	Our school maintains facilities that contribute to a safe environment.	4.38			36	41	5	0	0	0
	Using Results for Continuous Improvement	**4.14**	**4.3**	**-0.16**						
1	Our school uses multiple assessment measures to determine student learning and school performance.	4.23			28	46	7	1	0	0
2	Our school employs consistent assessment measures across classrooms and courses.	4.01			23	41	10	6	0	2
3	Our school has a systematic process for collecting, analyzing, and using data.	4.19			26	45	7	2	0	2
4	Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	3.85			18	42	12	6	2	2
5	Our school uses data to monitor student readiness and success at the next level.	4.15			24	47	7	1	1	2
6	Our school leaders monitor data related to student achievement.	4.28			31	42	6	0	1	2
7	Our school leaders monitor data related to school continuous improvement goals.	4.25			30	42	7	0	1	2

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Perception Data
4th Grade Board Presentations to the Board of Trustees
April, 2023

- **Lockers:** This proposal is advocating for lockers for our school. Currently, our 3rd and 4th grade students have open cubbies and coat hooks outside of the classroom to store needed items such as gym shoes, hats, gloves, library books, and more. While we have had items taken from student cubbies or backpacks from time to time, primarily items that would be considered toys, we highly encourage students to keep toys and other items not appropriate for school at home. Our 4th grade students would enjoy having lockers. However, this would be an expensive storage feature to replace our current student cubbies. To promote increased organization of student belongings, teachers can teach students the expectations for storing their supplies in their cubbies.
- **Longer Recess:** This proposal seeks to increase recess time for 4th grade students. This idea is not feasible due to the Montana Accreditation requirements. Our fourth graders are required to have 1,080 instructional hours per year. Our current start and end times with our current recess time meet the required instructional minutes with a very slight overage. However, we believe student activity and movement are very important for students' learning, and all 3rd and 4th graders have PE everyday as a way to provide required instructional minutes and have additional physical movement.
- **Clubs:** This proposal is advocating for the development clubs for students. To implement student clubs, we would need to identify staff who would be interested and available to host interest-based club meetings. The essay proposed having multiple student clubs that could also require the need of multiple hosting staff members. To implement clubs at East, we would need to survey student interests and identify costs associated with potential stipends and instructional materials if needed. This project would require significant coordination, planning, and funding that is currently unknown.
- **More Sports:** This proposal is advocating for more sports other than football. Evergreen School District currently offers many sports students can participate in such as volleyball, basketball, football, and cross country. While most of our Evergreen School District sports offerings are for Junior High students, our East Evergreen students are able to participate in cross country each spring. This year, East Evergreen students were also provided an opportunity for girls to join a volunteer-sponsored activity "Girls on the Run" in the fall with the support of a volunteer group. Many students would enjoy the opportunity to participate in other sports opportunities. To implement more sports opportunities at East Evergreen would require coordination, planning, and funding that is currently unknown.
- **PeeWee Football Team:** This proposal is requesting for the development of a PeeWee tackle football team. The Junior High offers football as an extracurricular sport, and Evergreen students can begin to participate in extracurricular sports at the Junior High. Implementing a PeeWee tackle football team at East Evergreen Elementary would require coordination, planning, and funding that is currently unknown.
- **Longer School Days:** The proposal is a request for additional daily instructional time and a four day school week. Next year, our master District calendar will provide weekly early release days, providing a 4 ½ day week for students. However, the daily arrival time and dismissal time will remain the same with exception of our early release Wednesdays. The possibility of implementing this proposal would require modifications to the District school calendar, additional research and stakeholder input, and Board of Trustees approval.
- **Workout Room:** This proposal is requesting a workout room for East Evergreen Elementary students. This proposal would require purchasing workout equipment and a permanent space for instructional use outside of the gym/cafeteria area. At this time, our 3rd and 4th grade students participate in PE each day to provide daily physical activity outside of recess time. While adding workout equipment to our physical education program would be exciting, it would be very costly to purchase enough equipment for an entire class to use as well as challenging to identify a permanent location for a workout room in the building.
- **Class Pets:** This proposal suggests teachers should have class pets. At East Evergreen Elementary, we have a couple teachers who currently have class pets, and encouraging students to care for a class pet can have benefits. However, we have students and staff with allergies, and we may have staff and students who are afraid of animals. The safety of our staff and students is a priority, and allergies and fears are things teachers need to consider prior to having a class pet. If teachers choose to have a class pet, they are required to care for the pet entirely: during weekends, holiday breaks, summer breaks, cleaning the habitat, and providing food and water. In the end, teachers can have class pets with prior approval from the building principal.
- **Band Class:** This proposal is advocating for students to have access to instruments in music class. Students at East Evergreen have music class every third day of school. During music, students learn foundational skills in music such as rhythm, beat, tempo, singing, and more. Our music classroom has many instruments, such as xylophones, boomwhackers, recorders, triangles, bells, and more, which the music teacher can utilize to teach the varying music skills and concepts. As we mentor a new music teacher for the 2023-2024 school year, we will ensure the teacher is familiar with the musical instruments and equipment available to support the teaching and learning cycles for the general music education classroom.

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Perception Data
8th Grade Board Presentations to the Board of Trustees
April, 2023

- **A Goal in One:** This presentation wanted new soccer nets and for the goal posts to be painted. We now have new nets and are working on getting volunteers to help us paint the posts and install the new nets. We have also purchased some soccer balls for the playground to be utilized with the nets.
- **Kits and Wolverines:** This presentation wanted us to quarterly have the fourth graders come to the Junior High and buddy with the 8th graders in a mentorship program. After collaborating with Mrs. Odegard, we believe this is a great opportunity for our students at both schools. Elementary students will feel more at ease to come to the Junior High as they transition over, and Junior High students will gain leadership opportunities. We have not determined the exact details, but we have discussed that students maybe should go both to the Elementary (their old stomping grounds) and to the Junior High (for a better transition).
- **Computation Counters:** This presentation requested new whiteboard tables/desks for Mr. Aiken's math classes. We have purchased these desks, and they are waiting to be placed in the classroom this fall.
- **Drama kings and Queens:** This presentation wanted us to establish a scholarship fund for students to attend theater camps. Although I think this is an amazing idea, I do not think if established it could be limited just to theater. The school does not have an avenue for funding this but would love to see us offer scholarships to students for summer camps with some very clear parameters for eligibility that included work ethic and attendance.
- **Checkmate**: This presentation wanted to create a chess club. We have purchased chess, checkers, and cribbage boards to start a club. We are partnering with Hope Church to get volunteers to help run this club on a weekly basis.
- **The Green Room**: This presentation wanted to start a garden club. We have found the funding to buy the initial items needed and have begun purchasing them. We will build some grow tables with wheels this summer to utilize once plants/seeds are planted. We have purchased grow lights and will purchase potting soil and pots at the end of the growing season this fall to use. We are working with Hope Church to find volunteers to help with this club.
- **Personalized PE:** This presentation requested a change in elective offerings for students in order to include a fitness conditioning class for students who are extremely motivated in the area of physical fitness/education. We have added one of these classes to our master schedule for 2023-2024 at both the 5th/6th grade level and the 7th/8th grade level.
- **Saved by the Bell:** This presentation requested that we modify the bell system to include a warning bell, noting to students that they are almost late. We are going to add music to the system to play the last 30 seconds, warning students they are almost tardy. We are searching for the perfect music to warn kids at this time and will implement in the fall bell schedule.
- **Mathcounts**: This presentation asked for a Mathcounts club. In the past, we have had an after school time and an elective class. Although having a club makes perfect sense from a standpoint of kids gaining skills (not to mention being more competitive), at this time we do not have the funding to support this activity. In addition, our Mathcounts coach has many obligations after school that would conflict with offering this. On a brighter note, we have added into our master schedule an advanced 8th grade class for math to support advanced 7th graders. We already offer an advanced 8th grade math class.

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA

Perception Data

2022-2023 Staff Perception Survey - The Behavior Code - Jessica Minahan

Question	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Average Rating out of 5
1. The Presenter: The presenter used appropriate instructional strategies, techniques, and materials.	10	3	1			4.64
2. The Presenter: The presentation was well-organized and professional.	13	1				4.93
3. The Presenter: An appropriate balance between presentation and interaction was achieved.	8	4	1			4.54
4. The Presenter: The presenter engaged learners in the presentations.	10	4				4.71
5. The Content: The objectives of each presentation were made clear and directly taught.	11	3				4.79
6. The Content: The opportunity to seek meaning and construct new knowledge was provided.	11	2	1			4.71
7. The Content: The content was practical, applicable, and immediately useful.	11	2	0	1		4.64
8. The Content: The ideas and skills presented will help me improve student learning.	11	2	0	1		4.64
9. The Content: The book of study was meaningful to my current practice as an educator.	11	2	1			4.71
10. The Environment: The environment was conducive to learning.	12	2				4.86
11. Overall: I enjoyed the monthly book study presentations and will use the content presented and learned to improve my educational practices.	13	1				4.93

1. Open Ended: What learning during the book study and presentations was most valuable to you as an educator?
2. Open Ended: What did you enjoy most about the book study presentations?
3. Open Ended: What suggestions do you have to improve the book study and presentations?
4. For our professional development focus during the 2023-2024 school year, which of the following books would you like to use for our book study?

Administrative Goals April, 2023

Laurie Barron

Areas of Strength

1. Implement School and Health Community Liaison Grant-Funded Position
    a. Collaborate with school and clinic leadership and staff to build support for the project.
    b. Write the grant application with the Montana Healthcare Foundation for $75,000 to fund a two year position.
    c. Recruit personnel to provide contracted services as a School and Health Community Liaison.
    d. Develop process for School and Health Community Liaison to begin work with staff, families, and students.
    e. Work to improve relationships with families to help them access multiple services in order to improve overall student outcomes (health access, attendance, discipline, achievement).

Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by budgeted grant funds, number of meeting and collaboration times with school and clinic leadership, priority list of families, improvement of student outcomes, number of meetings with families and students, progress of number of students and families accessing services by each service, follow up meetings with families, surveys of families for perceptions.

2. Help Develop and Support Current Staff to Build an Internal Pipeline for Leadership Positions in the District
    a. Clearly and regularly communicate with current leadership to determine district leadership needs.
    b. Plan for upcoming staffing needs for department heads, school leadership, and administrative positions.
        i. Leadership Changes for 2023-2024
            1. Crossroads Principal to Special Services Director
            2. Junior High Assistant Principal to Crossroads Principal
            3. Junior High Behavior Specialist to Junior High Assistant Principal
            4. Crossroads Behavior Specialist to Elementary Assistant Principal (replace behavior specialist)
            5. Elementary Teacher to Crossroads Behavior Specialist
            6. District Instructional Coach to Junior High and Crossroads Instructional Coach
            7. Junior High Student Data and Support Specialist to Elementary Instructional Coach (growth)
    c. Provide job embedded mentoring and coaching for staff transitioning to new leadership positions.

Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by staffing transition plan and mentoring and coaching for new roles.

Areas for Growth

1. Support Staff and Students with Reduction in Staff Positions Due to Decreased District Revenue
    a. Maintain fiscal responsibility and allocate funding to meet district, school, staff, and student needs.
    b. Decrease by nine positions for 2023-2024.
        i. Three Paraprofessionals
        ii. Three Regular Education Teachers
        iii. Two Student Data and Support Specialists (transitioning third position to Instructional Coach)
        iv. One Behavior Specialist
    c. Continue to provide resources for staff to support goals.
        i. Support through Leadership Transitions
        ii. Support through Wednesday Early Release

Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by staffing plan and staff input.

2. Implement Every Wednesday Early Release Schedule to Better Support Staff and Students.
    a. Dedicate job-embedded time for building, district, and teacher led meetings and professional learning
        i. Safety, Strategic Planning Professional Learning, DLT, SLT, Co-teach Support, New Staff Support, MTSS/EBI, Special Education, Grade Level, Departments, Collaboration, Communication, Miscellaneous Trainings

Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by Wednesday early release schedule and staff input.

Melissa Hardman

Areas of Strength

1. Continue providing quality feedback to staff in real time to support high expectations and learning in the classroom.
    a. Have a visible presence throughout the district.
    b. Facilitate monthly district special education meetings.
    c. Provide timely feedback to staff.

Goal 1: To Improve Student Achievement and Learning
Goal 3: To Improve Culture and Climate
*Measured by observations, ELEOT, semester check ins, and evaluations.

2. Continue positive collaboration with community and stakeholders.
    a. Participate in local and regional organizations to represent Evergreen, and nurture collaborative relationships.
    b. Provide a shared understanding of special education processes to colleagues, staff, and parents.

Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by records of collaboration with other agencies, IEP Meetings, staff meetings, and professional development log.

Areas for Growth

1. Lead and support best practices in Special Education to prepare for district OPI monitoring.
    a. Review best practices at monthly special education district meetings.
    b. Support staff with evaluation and IEP documentation.
    c. Ensure review of all students' IEPs.

Goal 1: To Improve Student Achievement and Learning
Goal 3: To Improve Culture and Climate
*Measured by agendas from special education meetings, IEP team meetings, and evaluation team meetings.

2. Improve effective communication to ensure shared understanding of expectations.
    a. Provide training update and review referral to placement guidance and service descriptions so that <u>all</u> staff have an understanding of the special education process and service delivery.
    b. Meet with special education teachers and grade level teams to answer questions regarding special education services and co-teaching practices and to problem solve regarding intervention.
    c. Support training and inservice for principals and administrative representatives to ensure shared expectations for individual education plans.

Goal 1: To Improve Student Achievement and Learning.
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by departmental documents and guidance in a shared Google Drive, Infinite Campus generated reports, administrative feedback, and staff survey results.

Sherry Odegard

Areas of Strength

1. Continue to foster positive relationships with staff, students, and families by maintaining visibility and encouraging dialogue with stakeholders.
    a. Continue to collaborate with staff and students to foster a positive school climate and culture.
        i. Continue to seek opportunities to increase parent/guardian involvement in our school, such as lunch bunch, classroom celebrations, and more.
        ii. Continue regular family communication through Constant Contact to keep our families informed of the happenings at East Evergreen Elementary and to share our school celebrations on social media platforms.
        iii. Continue to foster partnerships with the high school to have high school students serve as student mentors.

Goal 3: To Improve Climate and Culture

*Measured by documentation with communication log, volunteer logs, and weekly classroom visit checklist.

2. Continue to reflect on the varying instructional, behavioral, and student engagement needs of our school.
    a. Continue to collaborate and reflect with school staff and district leaders to problem solve and promote student growth.
        i. Continue to foster staff leadership opportunities to promote collaboration, use of base practices, and professional growth.
        ii. Partner with instructional coach and grade level teams to analyze assessment data to support the academic needs of students through differentiated instruction.
        iii. Partner with assistant principal, instructional coach, counselor, and School Leadership Team to consistently analyze student behavior needs and attendance data.

Goal 1: To Improve Student Achievement and Learning
Goal 2: Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by Google calendar, Review 360 data, Infinite Campus attendance reports, aimswebPlus data, and staff meeting agendas.

Areas for Growth

1. Lead and support instructional effectiveness in classrooms focusing on teacher clarity, small group instruction, engagement, and student sense of belonging.
    a. Collaborate with assistant principal, instructional coach, and teachers to provide actionable feedback related to daily agenda postings for teacher clarity, small group instruction, and student engagement.

Goal 1: To Improve Student Achievement and Learning
Goal 3: To Improve Climate and Culture
*Measured by quarterly ELEOT data, weekly classroom checklist, aimsweb assessment data, and observation feedback.

2. Continue to collaborate with staff to strengthen staff and student sense of belonging.
    a. Develop meaningful opportunities and experiences for staff and students to develop leadership skills and foster positive relationships.
        i. Encourage staff to create classroom buddies to support student leadership/mentor opportunities.
        ii. Collaborate with EBI/MTSS team to revive and/or reimage our Positive Behavior Support system.
    b. Review and refine our schoolwide Discipline Plan to improve our collaborative efforts with clear and consistent expected school behaviors.
        i. Partner with assistant principal, instructional coach, counselor, and School Leadership Team to consistently analyze student behavior needs and attendance data.

Goal 1: To Improve Student Achievement and Learning
Goal 3: To Improve Climate and Culture
*Measured by Review 360 data, attendance data for staff and students, staff surveys, student surveys, and parent surveys.

3. Create a system of support for incoming staff and to mentor new leadership staff.
    a. Collaborate with instructional coach to support new teacher meetings.
    b. Meet with the instructional coach and assistant principal weekly to mentor and align our partnership goals.

Goal 1: To Improve Student Achievement and Learning
Goal 2: Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by classroom visit checklist, quarterly ELEOT data, and semester check-ins

Kim Anderson

Areas of Strength

1. Continue to build a proactive approach for behavioral needs within the building.
    a. Support staff as they proactively implement reflection plans and behavior plans.
    b. Create a building-wide focus for respect for others and their things.
    c. Partner with assistant principal, instructional coach, counselor, grade-level teams, and School Leadership Team to consistently analyze student behavior needs.

Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by staff perception surveys, meeting attendance data,Review 360 data, reflection/behavior plan data, and staff semester check-ins.

2. Continue to partner with the instructional coach to provide support for instructional effectiveness.
    a. Meet weekly with instructional coach to plan collaborative support for staff and effective instructional practices.
    b. Partner with instructional coach and grade level teams to analyze assessment data to support the academic needs of our students through small group instruction and active engagement.

Goal 1: to Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by AimswebPlus growth data, MSA/SBA Assessment data, staff perception surveys, administrative observations, ELEOT data, staff perception surveys.

Areas of Growth

1. Lead and support instructional effectiveness in classrooms through continued use of the daily agenda, intentional small group instruction, and active engagement.
    a. For weekly walk-throughs, provide more focused feedback as appropriate.
    b. Attend grade-level meetings with intentional focus on small group instructional practices.
    c. Increase instructional support through additional drop-ins during prep periods.

Goal 1: to Improve Student Achievement and Learning
Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by AimswebPlus growth data, MSA/SBA Assessment Data, administration observations, ELEOT Data, staff perception surveys.

2. Help transition and provide support to the new assistant principal.
    a. Work with assistant principal at at the start of the week to support focus needed.
    b. Incorporate assistant principal into instructional leadership in meetings, trainings, and evaluations.
    c. Do a weekly debriefing with assistant principal at the end of each week to look for needed areas of support.

Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by staff perception surveys, shared leadership opportunities, and semester check-in feedback.

3. Balance office tasks with instructional priorities.
    a. Plan time daily for classroom observations.
    b. Meet regularly with the assistant principal to prioritize work for the week and progress monitor completion rate.
    c. Create a timeline of events to work with staff for things such as conferences and deadlines in conjunction with the School Leadership Team to ensure we are proactive.

Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To improve Climate and Culture
*Measured by meeting attendance, time in classrooms, timely task completion, staff perception surveys, and check-ins.

Mike Barton

Areas of Strength

1. Provide quality and timely feedback to staff through formal and informal observations.
    a. Schedule formal and informal observations in a timely manner.
    b. Provide opportunities to meet with staff to reflect on observations and promote dialogue for professional growth.

Goal 1: To Improve Student Achievement and Learning
Goal 3: To Improve Climate and Culture
*Measured by staff surveys, ELEOTS, and semester check-ins with teachers.

2. Evaluate school needs as they pertain to the budget.
    a. Get teacher input on classroom equipment and instructional resources.
    b. Develop an effective budget to account for school needs and expenditures.

Goal 2: To Improve Systematic Analysis and Allocation of Resources
*Measured by a balanced budget, requisitions, and purchase orders approved by the business department and Superintendent.

3. Support new staff.
    a. Work with the special services director to support new teachers and behavior specialists to better understand their roles and responsibilities.
    b. Utilize instructional coach to assist new staff members in using best practices for student success.

Goal 2: To Improve Systematic Analysis and Allocation of Resources
Goal 3: To Improve Climate and Culture
*Measured by staff perception surveys, semester check-in feedback, retention of new staff, and staff evaluations.

Areas for Growth

1. Continue positive collaboration with partner districts to support individual transitions for students in and out of Crossroads.
    a. Provide timely responses to consultations and observations.
    b. Review student behavior data.
    c. Involve all stakeholders in team meetings.

Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Allocation of Resources
Goal 3: To Improve Culture and Climate
*Measured by school enrollment and stakeholder feedback.

2. Increase knowledge and expertise in the effective implementation of Individualized Education Plans (IEPs) to support academic and behavioral needs.
    a. Review IEPs for realistic academic and behavioral goals.
    b. Collect data to accurately determine growth.
    c. Ensure IEP accommodations support student requirements.

Goal 1: To Improve Student Achievement and Learning
*Measured by annual IEP meetings to update goals, behavior tracking data, and academic testing data.

3. Continue to make positive behavior plans to support individual students and program growth based on behavior data, academics, and staff input.
    a. Review behavior data, aimswebPlus, and classroom grades with staff.
    b. Facilitate solution-oriented thinking sessions with staff to develop effective behavioral and academic interventions.
    c. Ensure all staff are adequately informed of behavior plans and implementation to build consistency for students.

Goal 1: To Improve Student Achievement and Learning
Goal 3: To Improve Culture and Climate
*Measured by behavior tracking data, aimswebPlus data, and classroom grades.

Jim Thompson

Areas of Strength

1. Continue to be visible and available to staff, students, and families at school and school functions to foster positive and productive relationships.
    a. Be intentionally focused on learning more about staff members through genuine conversations, clarifying inquiry, being transparent, and being fully present during conversations.
    b. Acknowledge effort from staff and students by leaving positive notes of recognition with specificity.
    c. Utilize staff, student, and parent feedback to modify practices.

Goal 1: *To Improve Student Achievement and Learning*
Goal 3: To Improve Climate and Culture
*Measured by Staff/Student/Parent surveys (stakeholder feedback), staff input, parent communication log, teacher consultation log when solving problems.

2. Continue to train, model, and support instructional staff on when to use Reflection Plans (RP) vs. Behavior Contracts (BC) and how to frame the introduction as an opportunity to grow and mature from the perspective of the student.
    a. Model for teams or individuals the process of introducing the RP or BC to a student expressing need.
    b. Consult with teachers to problem-solve issues they may be experiencing in or outside the classroom involving students and modify plans accordingly.
    c. Support and guide students through the reasoning behind tracking their own behavioral choices and reflecting on how their behavior affects others' perception and attitude toward them.

Goal 1: To Improve Student Achievement and Learning
Goal 3: To Improve Climate and Culture
*Measured by MTSS folder documentation, Review 360 referral/teacher managed data, teacher feedback. culture and climate surveys.

Areas of Growth

1. Learn the systems, processes, schedules, and communication network of the athletic director position.
    a. Work closely with the former athletic director to learn systems and processes.
    b. Work with area athletic directors and coaches.
    c. Meet and build rapport with current and potential referees.
    d. Obtain and attend any professional learning pertinent to the position.

Goal 1: To Improve Student Achievement and Learning
Goal 2: To Improve Systematic Allocation of Resources
*Measured by communication log with area coaches, referees, feedback from current athletic director, feedback from coaches on campus.

2. Balance the need to complete tasks in a timely manner between athletic director duties and everyday assistant principal duties.
    a. Maintain a current timeline of due dates per assignment and budget time accordingly.
    b. Communicate daily with the principal for shifting priorities.
    c. Communicate with individuals promptly if deadlines will not be met with a solution or realistic timeline. Reassess individual situations for ways to either meet deadlines or determine attainable deadlines for the following year.

Goal 2: To Improve Systematic Analysis and Allocation of Resources
*Measured by created timeline with documented met timelines, supervisor feedback, coaches feedback, applicable survey feedback.

Jesse McFarland

Areas of Strength

1. Continue to build strong relationships with staff and school families, carry a people-centered approach, and communicate school information with staff, students, and parents.
    a. Model and encourage positive culture habits (speaking positively about one another and the organization, celebrating growth and success in the building, accomplishing goals while exercising the many varying skills, preferences, and teaching philosophies available).
    b. Be visible with school families consistently before and after school and at other school events.
    c. Connect with outside businesses and organizations in the community to help strengthen relationships amongst stakeholders.

Goal 3: To Improve Climate and Culture

*Measured by student, staff, and parent perception data.

2. Help create a culture of healthy behavior intervention with clear boundaries that leave students feeling safe and accountable and staff members feeling supported and empowered.
    a. Provide simple goals and guidelines for school behavior, and define what is and what is not appropriate in a classroom.
    b. Support staff members by empowering them with classroom decision making and the skills and confidence to hold students accountable without burning out.
    c. Respond swiftly and consistently to unsafe behavior(s) to ensure students and staff feel supported and safe in school.

Goal 1: To Improve Student Achievement and Learning

Goal 3: To Improve Climate and Culture

*Measured by personal feedback from administration and staff perception data regarding climate and culture.

Areas of Growth

1. Provide quality and timely feedback to teachers through formal and informal observations.
    a. Schedule formal and informal observations in a timely manner.
    b. Provide opportunities to meet with teachers to reflect on observations to promote dialogue for professional growth.

Goal 1: To Improve Student Achievement and Learning

Goal 3: To Improve Climate and Culture

*Measured by staff surveys and semester check-ins with teachers.

2. Help to build the new assistant principal role in the elementary school into a clear definitive position that consistently supports the principal and models a positive, strong, collaborative working relationship.
    a. Communicate effectively with the principal to set up reasonable expectations for the position.
    b. Utilize feedback, advice, and the experience of surrounding professionals to grow.
    c. Find opportunities to connect with other administrators and staff members on a more personal level.

Goal 1: To Improve Student Achievement and Learning

Goal 3: To Improve Climate and Culture

*Measured by personal feedback from administration and staff perception data regarding climate and culture.

BOARD SELF-ASSESSMENT

BOARD MEETINGS 2022-2023

The school board experience is a group experience and a group responsibility. This group experience is most successful when expectations are clearly defined and agreed to by all parties. One way a board can promote clarity of purpose is by engaging in regularly scheduled self-evaluation processes.

The purpose of this survey is to focus on key responsibilities, relationships, and outcomes-and to foster an environment of excellence. Only a commitment on the part of board and staff members to strengthen the capacity for group excellence can overcome the complex challenges facing many school boards today.

Please take a few moments to read the following statements. How accurately do they describe your board? Answer on a scale of one to six, with one being equal to "not at all like us" and six being equal to "very much like us."

Direction Setting

6 5 4 3 2 1
AVERAGE SCORE: 5.3

We participate in meetings where the majority of the agenda and board time is focused on issues of direction setting, policy, and strategy.

6 5 4 3 2 1
AVERAGE SCORE: 5.8

We maintain sound fiscal policy and practices and realistically face the financial ability of the school district to support its program of work.

6 5 4 3 2 1
AVERAGE SCORE: 5.8

We are committed to strategically planning for the long-term future of the school district, consider this a regular activity of the board, and weigh all decisions in terms of what is best for those served by the school district.

Board Meeting and Relationships

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We honor the established procedures for board meetings, providing ample time for interested parties to be heard, but preventing a single individual or group from dominating discussions.

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We seek ways to support all elected leaders and fellow board members In the successful execution of leadership duties. We seek to recognize the strengths of each individual and provide opportunities for the school district to benefit from these strengths.

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We make informed decisions based on data available, and support the school district's commitment to collecting the information needed for sound decision making.

6 5 4 3 2 1
AVERAGE SCORE: 5.6

We seek and respect the opinion or recommendation of staff when considering a decision and ensure that committees and other work groups are given proper authority and resources for completion of assignments. We do not redo the work of committees or work groups.

6 5 4 3 2 1
AVERAGE SCORE: 5.8

We take the appropriate time for decision making (e.g., controversial items are given adequate attention, and matters of urgency are acted on with deliberate speed) and present decisions of the board without bias to others.

Relationship with Superintendent

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We have clarified in writing a mutually agreed upon definition of what success will look like for the school district and for the performance of the Superintendent, and we have provided the resources and authority necessary to achieve expectations.

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We have provided the Superintendent with a clear statement of the personal qualities and performance expectations against which he/she will be measured periodically; and we have agreed to a formative process for providing feedback as plans are being executed.

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We provide opportunities, encouragement and resources for the professional growth and development of the Superintendent and staff.

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We discuss immediately, rather than allow to fester or deteriorate, those items that are controversial to either board members or the Superintendent.

Community Relationships

6 5 4 3 2 1
AVERAGE SCORE 4.8

We actively foster a clear understanding of the school district, its future direction, and its decisions among the stakeholders, and actively foster open lines of two-way communication and information sharing between the school board and the stakeholders.

6 5 4 3 2 1
AVERAGE SCORE: 5.0

We seek to be fully informed of stakeholder attitudes and the special interest groups seeking to influence the school district, and are fully prepared to represent the interests of the school district to others.

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We act responsibly in channeling concerns, complaints, and criticisms of the school district through the chain of command, and we speak bravely and thoughtfully in the face of unjust criticism of others.

Personal Qualities

6 5 4 3 2 1
AVERAGE SCORE: 5.3

We demonstrate an ability to think independently, grow in knowledge and rely on fact rather than prejudice, and are willing to hear, understand, and consider all sides of a controversial question.

6 5 4 3 2 1
AVERAGE SCORE: 5.3

We show respect for the intentions and interests of others, support for group decisions cooperatively reached, and present decisions of the board to others without the filter of our personal biases.

6 5 4 3 2 1
AVERAGE SCORE: 5.5

We have a willingness to devote the necessary time to fulfilling the responsibilities of a board member as outlined in law and district policy.

Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

PROFILE
Process Data

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Strategic Planning Continuous Improvement Process History (2011-2023)

2011-2012 and 2012-2013
- Revisited and Revised District's Foundation
  Vision/Mission/Credo/Values/Beliefs/Goals/Focus Areas

2012-2013
- Implemented Building and Teacher Action Plans with SMARTER Goals

2013-2014
- Transitioned Building Action Plans to School Improvement Plans
  Aligned to OPI Continuous School Improvement Plan
  Aligned to OPI Accreditation Process
- Re-initiated Teacher Action Plans to align with building's School Improvement Plan
- Implemented Staff Perception Surveys
- Implemented Parent Perception Surveys

2014-2015
- Began use of Profile Data (Demographic, Perception, Process, Achievement)
- Implemented Staff Survey of Administrators
- Developed First Complete Strategic Planning Continuous Improvement Summary

2015-2016
- Implemented Student Perception Surveys
- Implemented ELEOT Observations
- Explored AdvancED Accreditation Process

2016-2017
- Implemented College, Career, and Citizen Ready Summary
- Participated in AdvancED Readiness Review

2017-2018
- Participated in Voluntary AdvancED Accreditation External Review for Continuous Improvement
- Developed District Five Year Plan with Targeted Areas of Improvement
- Implemented BetterLesson Instructional Coaching

2018-2019
- Implemented District Five Year Plan 2018-2022 with Targeted Areas of Improvement (Differentiation and Formative Assessments)
- Implemented AdvancED Recommendations
- Implemented District Instructional Coach
- Implemented Specific Instruction and Assessment Focused Professional Learning
- Implemented District Professional Learning Plan
- Implemented Elementary Behavior Specialist

2019-2020
- Implemented District Five Year Plan 2018-2022 with Targeted Areas of Improvement (Effective Lesson Planning and Diagnostic Assessments)
- Implemented Comprehensive Multi-Tiered System of Support (MTSS)
- Implemented Scheduling Based on Tiered Student Needs
- Implemented Transformational and Personalized Learning Grant (Year One of Four)
- Developed Scope and Sequence by Grade Level for All Content Areas
- Transitioned to aimswebPlus for All Grade Levels for Progress Monitoring

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Strategic Planning Continuous Improvement Process History (2011-2021)

2020-2021

- Implemented District Five Year Plan 2018-2022 with Targeted Areas of Improvement (Grouping Strategies and Summative Assessments)
- Continued with Strategic Planning Continuous Improvement Process during COVID-19 Pandemic, including Professional Learning Plan
- Implemented Transformational and Personalized Learning Grant (Year Two of Four)
- Implemented Revised Scope and Sequence for All Grades and Subjects
- Implemented Personalized Transformational Learning
- Implemented K-8 one-to-one Chromebooks and digital learning platforms through remote and on-site learning
- Redesigned Standards-Based Report Card
- Implemented Synchronous On-Site and Remote Learning
- Implemented Review 360 to Track and Support Student Behavior

2021-2022

- Implemented District Five Year Plan 2018-2022 with Targeted Areas of Improvement (Higher Order Thinking Skills and Balanced Assessments)
- Implementing Redesigned Standards-Based Report Card
- Implemented Transformational and Personalized Learning Grant (Year Three of Four)
- Implemented Re-structured New Teacher Support Plan
- Consolidating and Organizing Teacher Resources Digitally and Physically for Ease of Access
- Implementing Student Data and Support Specialists
- Implementing After School Support

2022-2023

- Implemented District Five Year Plan 2018-2022 with Targeted Areas of Improvement (High Expectations and Effective Teacher Commentary)
- Implemented Transformational and Personalized Learning Grant (Year Four of Four)
- Implemented Continuous Improvement Support Alignment Resources 2022-2023
- Implemented School and Health Community Liaison

2023-2024

- Implementing District Five Year Plan 2023-2027 with Targeted Areas of Improvement (Student Belonging and Rubrics)
- Implementing Additional Instructional Coach
- Participating in Voluntary Cognia Accreditation External Review for Continuous Improvement
- Participating in Revised OPI Accreditation Process
- Revising Family Engagement Plan (including Community Council)
- Implementing Graduate Profile
- Implementing Priority Standards and Proficiency Scales and Revising Scope and Sequences

Evergreen School District
Awards and Accolades 2022-2023

Evergreen School District

- AdvancED System Accreditation, 2018-2023
- Regular OPI Accreditation Status at the Highest Level with No Deviations and No Corrective Action Plan Required for Both Evergreen School District Schools
- Designated Universal Support (highest level) for ESSA State Report Card

Evergreen District Office

- Laurie Barron: President, Northwest Montana Association of School Superintendents; Board Member, Montana Association of School Superintendents; National Governing Board Member, American Association of School Administrators; Board Member, Montana Board of Crime Control

East Evergreen Elementary

- Cliff Thorsen: Teacher of the Year, East Evergreen Elementary School
- Suzie Bosch: Support Staff Member of the Year, East Evergreen Elementary School
- Michelle Mitchell: Board Member, Montana School Counselor Association
- Sherry Odegard: Board Member, Boys and Girls Club of Glacier Country

Evergreen Junior High School

- Pam Doty: Teacher of the Year, Evergreen Junior High School
- Amy Probert: Support Staff Member of the Year, Evergreen Junior High School
- MAST Pioneer Award for Advancing innovative assessments in Montana
- for Community Action
- Partnership of Northwest Montana's 2024 Energy Conservation Art Award by a 7th grade Studen

Evergreen Flathead Crossroads Program

- Brooke Weaver: Teacher of the Year, Crossroads
- Melissa Hardman: Past President, Montana Council for Exceptional Children

Year in Review 2022-2023 Evergreen School District

- Continued with District AdvancED (Cognia) Accreditation
- Received Regular OPI Accreditation Status at the Highest Level with No Deviations and No Corrective Action Plan Required for Both Evergreen School District Schools
- Received Montana ESSA Accountability District and School Report Cards for 2021-2022 with Both Schools Identified as Universal (neither requiring Targeted Support and Improvement or Comprehensive Support and Improvement)
- Adopted Continuous Planning Improvement Summary, Including Continuous Improvement Support Alignment
- Continued with Community Eligibility Provision Program Providing Free Breakfast and Lunch to All Students
- Updated District Manuals to Include: District Policies, Trustee Handbook, Administrative Procedures, Staff Handbook\Addendum, Coach's Handbook, East and Junior High Student Handbook, Crossroads Student Handbook
- Continued Implementation of OPI Transformational Learning Grant Valued at Approximately $579,000 over Four Years
- Completed Yearly Check-ins with All Staff
- Distributed Perception Surveys
  - Cognia Staff Survey, District-wide Parent Perception Survey, Student Survey
  - Book Study Perception and Input Survey
- Continued High Participation at Monthly Board Meetings
  - Monthly Board Recognition of Community Volunteers and Outstanding Students
  - Monthly Presentations to the Board by Teachers
  - Student ACE Expo and 4th and 8th Grade Student-Led Board Work Sessions
- Continued Technology Project Plan
  - Prepared 100 Chromebooks for Deployment
  - Upgraded All Communication Closets with Managed UPS
  - Configured and Deployed Multi Factor Authentication to All Staff for Network and Google
  - Deploying Software/Hardware Monitoring System for Compliance
  - Upgrading District Network Security
  - Implementing Google Audit Configuration Changes
  - Implement Internal/External Security Testing and Resolution
  - Upgrading Door Entry Systems
  - Updating District Technology Inventory and Ticketing Systems
- Distributed Monthly Postcards to Students (approximately 100 postcards sent to students each month)
- Provided District-led Professional Learning Opportunities
  - August Optional PIR
  - Early Release Professional Learning Days Each Month
  - Instructional Coach Meetings
  - BetterLesson Instructional Coaching
  - New Teacher Meetings
  - Reflective Video of Instructional Practice
  - Semester Planning Days
  - PIR Days during the Year
  - Daily Word of the Day
  - Weekly Wednesday's Food for Thought Article
  - Monthly Voluntary Book Study for PIR Credit
- Adopted Curriculum for Early Reading Intervention, Math, Science, and Executive Functioning
- Maintained and Updated COVID-19 Safe Return to Schools and Continuity of Services Plan and ESSER III ARP Plan
- Continued with Quarterly aimswebPlus Assessments to Determine Student Performance and Supports Needed
- Participated in Montana OPI Pilot MAST Assessment in Grades 5 and 7
- Received an Unmodified, Clean Financial Audit with No Findings for 2021-2022
- Selected Employee Health Insurance Plan with Average 2% Increase in Premiums
- Continued Greater Valley Health Center: Evergreen Cares Clinic
- Added Grant-funded School and Health Community Liaison Position
- Ratified Collective Bargaining Agreement with Classified Union with New Salary Schedule
- Entered into an MOU for Compensation with Certified Union
- Advocated for Safe Routes to School Community Grant for Sidewalks
- Advocated with Montana Department of Transportation on Improving Safety at Intersection
- Advocated throughout Legislative Session on Education Issues
- Trained Staff on Implementation of Narcan and Epipens and Provided Supplies of Each for All Offices and Schools
- Transitioned to a Class I District and Added Two Additional Board of Trustee Positions
- Completing HVAC Indoor Air Quality Improvements with HVAC for Elementary and Junior High Schools
- Applied for Federal Department of Energy Grant to Complete HVAC Project
- Applied for Montana OPI Stronger Connections Grant
- Updated All District Phone Communication Systems
- Participated in Full On-Site District Safety Audit by Secure Educational Consultants
- Prepared to Decrease by Seven Staff based on Decrease in Funding for 2023-2024
- Adopted and Implementing New Early Release Wednesdays Calendar for 2023-2024
- Promoted Seven Current Staff Members to New Leadership Positions for 2023-2024

Year in Review 2022-2023 Evergreen School District Special Services

Evergreen School District

Community Connections

- Continued affiliation with MCASE and regional NWMCASE
- Continued to facilitate daily transportation for eligible students by coordinating with Kalispell Public Schools for morning route and scheduling Evergreen driver for after school transportation
- Functioned as the Greater Valley Health Center liaison in order to continue Evergreen Cares Clinic operations

Qualified Staff

- Employed fully certified and licensed staff in all special services positions and recruited and hired additional staff as necessary to address student needs.
- Secured contracts with private providers to address occupational and physical therapy needs.
- Sustained increased access to speech services for students in Evergreen.
- Continued efficient collaboration in order to initiate recruiting, review of applications, and interviewing with the use of Frontline (and assistance of Jacqueline Coorough).
- Assigned staff to certified and licensed special education positions for the 2023-24 school year.

Professional Development

- Requested and received a program review and consultation from the OPI Autism Consultant.
- Provided guided practice and support to new personnel regarding record and documentation expectations
- Continued to provide guidance and support regarding IEPs composed to reflect meaningful student goals and measurements of progress.
- Collaborated with instructional coach and building principals to provide guidance and support to new teachers
- Provided training and support to individuals new to participating in Child Find activities.
- Piloted DIAL -4 Speed DIAL use during Child Find and Kindergarten Round up screening.

Special Olympics

- Identified an individual to coach for the 2023/24 school year.

East Evergreen Elementary School

Staffing and Services

- Continued to implement co-teaching practices at each grade level and continued with the use of a planning matrix to address overloading classes with students with disabilities; class balance and individual needs within the context of co-teaching were reviewed and classroom placement is adjusted each school year
- Continued to streamline and improve document access for special education purposes and shared planning within co-taught classes.
- Continued collaboration with the behavior specialist, counselor, and Greater Valley Health Care school based out-patient therapists, particularly in the case of students requiring Tier 3 support.

Evergreen Junior High School

Staffing and Services

- Continued commitment to co-teaching
- Sustained increased staffing to include three co-teachers
- Continued analysis of teaching strategies and effective practices to create appropriate learning opportunities for all students.

Evergreen Flathead Crossroads Program

Staffing and Services

- Continued to support work that has decreased teacher and staff turnover (one staff member is retiring leaving the Crossroads site compared to five years ago when two new behavior specialists and two new teachers were required in order to fully staff certified positions)
- Continued innovative models of service including a model where students enrolled in Crossroads attend East Evergreen the entire school day but continue to be affiliated with the program through staff check-ins

Year in Review 2022-2023 East Evergreen Elementary School

- Continued to utilize the Monday Memo as a weekly communication tool for staff
- Collaboratively created master schedule with School Leadership Team to support student needs
- Continued to utilize Problem Solving Team meetings at each grade level to support MTSS process
- Implemented monthly EBI/MTSS staff meeting to support clear and consistent practices
- Implemented East Discipline plan to support clear and consistent practices with student behavior expectations
- Implemented student re-entry meetings with parents, teachers, Behavior Specialist, and SRO
- Implemented athletic eligibility criteria, similar to the Junior High, for students participating in Cross Country
- Intentionally scheduled Morning Meeting times for each grade to allow teachers and students to "check-in" and attend to social emotional learning before starting academic rigor
- Continued to utilize Google Classroom to facilitate learning with digital resources/tasks as appropriate
- Partnered with Special Services Director to facilitate support and communication for continued implementation of co-teach practices
- Participated in Professional Learning team and early release professional learning each month
- Implemented a shared leadership approach to foster staff leadership opportunities to promote collaboration, use of best practices, and professional growth.
- Conducted monthly classified staff meetings connecting topics based on paraprofessional role-based needs
- Participated in monthly meetings for all staff with District instructional coach
- Utilized Review 360 tools to develop student behavior plans and determine behavioral support needs
- Developed School Improvement Plan with School Leadership Team
- Recognized staff monthly at staff meetings with the "Ever-Giving" awards
- Engaged in monthly Learshership Coaching with Jimmy Casas
- Supported five staff members who received Transformational and Personalized Learning Grant funding to support innovative learning opportunities for students
- Supported five teachers who participated in Design Studio and BetterLesson instructional coaching
- Supported the consistent use of Infinite Campus gradebook and Parent Portal to promote the implementation of our Districtwide standards-based report card
- Continued using "Kit Cards" for students as positive behavior reinforcement
- Posted events and school pictures to social media
- Utilized Weekly Update family newsletter to communicate happenings and upcoming events at East Evergreen Elementary via Constant Contact
- Continued to utilize Remind communication app with families to promote home and school communication
- Incorporated Smarter Balanced Interim Assessments in ELA and math in 3rd and 4th grades
- Meet weekly with the School Counselor, Behavior Specialists and School Health and Community liaison to prioritize wrap around services and support for students and families with varying needs.
- Partnered with community businesses to support families in need during the holiday season
- Collaborated with the Lion's Club for free vision screenings for all our students
- Participated in Don K Subaru/Adopt-a-Classroom grant to support teachers with classroom supplies and snacks for our school.
- Partnered with Trailhead Church to support staff with encouragement, celebrating their service with meals, and volunteering for special school building projects.
- Continued with weekly "Bacon" award to a classroom to support and encourage school spirit
- Conducted quarterly assemblies to recognize students for positive behaviors and academic growth; each quarter a positive behavioral theme was announced
- Completed two check-ins for all staff members
- Completed four ELEOT walkthroughs for each certified staff member
- Implemented Paws room to support behavior intervention plans, scheduled regulation breaks, and explicit teaching of the Zones of Regulation strategies.
- Coordinated with School Health and Community Liaison to support students and families access to outside services
- Screened and interviewed for three certified teaching positions, certified music position, classified position, and an instructional coach position for 2023-2024

Year in Review 2022-2023 Evergreen Junior High School

- Continued partnership with Hope Church, bringing support to students and staff through encouragement cards, luncheons, support serve days, mentoring, and volunteerism on various projects
- Utilized school resource officer throughout the year with student relationship building, safety, discipline, and home visits
- Collaborated with Special Services Director for thorough evaluations of special education staff
- Developed draft School Improvement Plan with all staff for current school year and working on the draft for 2023-2024 school year
- Celebrated and recognized staff at monthly staff meetings for their accomplishments
- Implemented all athletic opportunities for students, including staff versus students
- Reached out to local businesses to support families in need for the holidays, supporting 39 individual students and two families for Christmas; all staff were sponsored for a Christmas gift; 27 Families were sponsored for Thanksgiving dinner
- Partnered with Mikalya's Miracles to provide classrooms with snacks
- Incorporated Positive Office Referrals to strengthen parent/school communications for 74 students
- Utilized social media to share our story
- Competed in Math Counts competition for middle school students
- Expanded meetings with parents by administration regarding lack of attendance
- Partnered with Crossroads students to provide inclusive instruction in the area of science and math at grades 6, 7, and 8
- Partnered with Crossroads students to provide inclusive extracurricular opportunities
- Partnered with outside schools for participation in football
- Implemented incentive day at the end of each quarter
- Incorporated Smarter Balanced Interim Assessments at all grade levels in the areas of ELA and mathematics
- Piloted MAST Assessment at grades 5 and 7
- Surveyed parents, students, and staff to gather information to help drive the creation of the School Improvement Plan for the 2023-2024 school year
- Supported local high schools with online registration
- Organized a Glacier High School experience morning for all 8th grade students to be taught by Glacier High School Teachers
- Completed two check-ins for all staff members
- Completed four quarterly ELEOT walkthroughs for all certified staff members
- Continued Eight Days of 8th Grade experience
- Held a promotion ceremony for 8th grade students promoting to high school
- Collaborated with Evergreen Chamber of Commerce for Kids Count Evergreen carnival where an 8th grade student was recognized as a Future Leader
- Recognized and celebrated 8 students at board meetings as students of the month
- Collaborated with local business to recognize an 8th grade student for the State Farm Scholarship
- Collaborated with District Coach and building data specialist to guide data interpretation with all grade levels
- Participated in early release professional learning each month
- Conducted monthly classified staff meetings connecting topics based on paraprofessional role-based needs
- Engaged in monthly Leadership Coaching with Jimmy Casas
- Focused on Adult Visibility and Supervision and Clear and Consistent Procedures and Practices throughout the building
- Developed a system for the implementation of student reflection plans and behavior contracts
- Implemented re-entry meetings for students coming back from a higher level of care
- Implemented soft-landing meetings for students coming back from a suspension
- Coordinated with School Health and Community Liaison to support students and families access to outside services including higher level of care
- Facilitated the cross-over of Intermountain therapists with students
- Awarded the "Pioneer Award" for advancing Innovative Aassessments in Montana (MAST Pilot)

Year in Review 2022-2023 Evergreen Crossroads Program

- Partnered with East Evergreen Elementary to provide a transition back to a general education classroom
- Partnered with Columbia Falls School District to provide a half day transition for two students
- Partnered with Evergreen Junior High to provide a transition back to general education for 3 students
- Participated in 30 transition meetings with partner districts for students entering or exiting Crossroads for the 2022-2023 school year
- Collaborated with and reported to the Flathead Crossroads Program Advisory Board
- Worked to meet the needs of cooperating districts through observations, meetings, and feedback for 20 students
- Continued utilizing social emotional competencies into standards, lessons, and point sheets
- Continued implementation of Crossroads positive behavior plan
- Conducted eight positive behavior recognition assemblies
- Conducted 5 attendance assemblies
- Continued kid-friendly Growth Mindset terminology
- Continued monthly themes that were implemented school wide
- Utilized Infinite Campus to monitor student behavior and attendance
- Implemented Google Forms to report and document behavior
- Documented and organized weekly field trips to meet Montana Content Standards and social emotional learning outcome goals
- Partnered with community businesses to create college, career, and citizen ready learning opportunities
- Continued master schedule to include walk-to-read for 1st-4th grades
- Held two school-wide music program performances
- Continued the MTSS process of identifying students who needed support
- Continued 6th grade math classes for three students at Evergreen Junior High School
- Placed 3 student in 6th grade into two additional classes at the Junior High School
- Continued 7th and 8th grade placement into math and science classes at Evergreen Junior High School
- Participated in Eight Days of 8th Grade at the Junior High
- Surveyed parents, teachers, and staff regarding their perception of the Evergreen School District and the Flathead Crossroads Program
- Utilized Google Meet to hold meetings online and in person to allow for all members of the team to be present
- Continued daily problem solving meetings with certified staff to promote student success
- Assessed students using aimswebPlus three times and Smarter Balanced one time
- Maintained a data wall
- Supported Crossroads students in extracurricular activities at Evergreen Junior High School
- Completed two semester check-in meetings with each staff member
- Completed four ELEOT observations for each teacher and two ELEOT observations for each behavior specialist
- Utilized REMIND accounts for each classroom for family communication
- Developed and implemented a School Improvement Plan
- Employed the assistance of District instructional coach for monthly data meetings for certified staff
- Supported district improvement plan with four staff members participating in District Leadership Team
- Attended School Administrators of Montana Conference and Montana Principals' Conference
- Attended Montana Council for Exceptional Children Conference
- Attended Council for Exceptional Children National Conference in Louisville, KY
- Collaborated with local business for staff and student support
- Coordinated with School Health and Community Liaison to support students and families access to outside services including higher level of care

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Montana Behavioral Initiative (MBI) / Evergreen Behavioral Initiative (EBI)
Positive Behavioral Intervention and Supports (PBIS)

PBIS is an approach for assisting personnel in adopting and organizing evidence based behavioral interventions into an integrated continuum that enhances social competences and academic achievement.

Target Population: District-wide for all students. Each school within the district has a committee (MBI/EBI) that uses PBIS, as an avenue to enhance the capacity of our schools to educate all students, especially those with challenging behaviors, by establishing a continuum of positive systems and practices.

Program Design: There are four key elements of PBIS

1. Understand that behavior is learned and influenced by environmental factors and can be changed.
2. Recognize and stress the importance of assessment information (data), such as functional behavior analysis to factor out behavior triggers and allows the school to arrange the environment to reinforce positive behavior and extinguish problem behavior.
3. Pay attention to social values by providing learning opportunities that emphasize options that are available to students, peers, and families; thus providing a social context to support positive, comprehensive, durable, and relevant change.
4. Provide a team based systematic approach for problem solving that focuses on prevention based practices.

Current Practices: The Evergreen School district has several components that support the key elements.

East Evergreen

- Implemented Team in 2014-2015
- Sent representatives to Montana Behavioral Institute in 2014, 2015, 2016, 2017, 2018
- Team includes administrative representative, teacher representatives (one from each grade level), and mental health professionals
- Use school-wide Kit Card Positive Reward Program
- Continued use "universals" created in 2014-2015 (LUNCH, WALK, FLUSH)
- Completed mission statement in 2015
- Support school wide action plan to increase student attendance
- Facilitated quarterly KITS assemblies for student growth, attendance and character development
- Continued Morning Meetings with students
- Continued Review 360 to track and support student behavior
- Continued Problem Solving Team meeting to support student outcomes
- Revised student handbook language and behavior documents to ensure alignment consistency
- Revised East Evergreen Student Behavior Management Process
- Created PAWS room for individual student regulation
- Implemented Executive Functioning Curriculum

Evergreen Junior High

- Implemented Team in 2015-2016
- Sent representatives to Montana Behavioral Institute in 2015, 2016, 2017, 2018, 2019
- Completed leveled behavior expectations
- Continued universals to staff and students for hallway, lunchroom, crosswalk, and outside
- Continued Review 360 to track and support student behavior
- Continued discipline step program for behavior incidents
- Implemented "Above and Below the Line" School Wide Behavior language
- Implemented Restorative Circles and Practices
- Implemented whole staff EBI meetings
- Created Behavior Specialist Role
- Created and implemented behavior plans for individual students
- Revised student handbook language and behavior documents to ensure alignment consistency
- Created and implemented proactive behavior intervention flow chart and procedures for tiered behaviors

Crossroads School

- Implemented Team in 2015-2016
- Sent representatives to Montana Behavioral Institute in 2015, 2016, 2017
- Continue to implement LINE universal (started data collection process and continue to monitor and give feedback)
- Continued Positive Tree Ceremonies with Growth Mindset and created kid-friendly language for Growth Mindset
- Continued monthly themes building wide
- Continued school-wide behavior plan
- Continued social emotional learning standards
- Continued morning meeting protocols to support student behavior
- Implemented attendance recognition ceremonies
- Reinstated the use of Google Forms to document student behavior

District:

- Offer CPI training to all staff as professional learning opportunity twice yearly
- Implemented School and Health Community Liaison
- All administrators reviewed the use of Review 360 and supervisory expectations for behavior
- 2023-2024: Eight staff members representing all three school attending national PBIS conference

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Co-Curricular Participation

The Evergreen School District encourages and promotes students to be involved in School Sponsored, Extra-Curricular, and Co-Curricular activities at school and within the Evergreen Community. The District sponsors a wide variety of activities and works with teams, local youth groups, athletic clubs, and civic organizations to provide facilities and opportunities for Evergreen students to participate in co-curricular activities.

Junior High School and Crossroads Sponsored Activities:	Elementary School Sponsored Activities:	Community Extra-Curricular Activities:
ACE Activities/Classes (advanced/gifted)	ACE Activities/Classes (advanced/gifted)	4-H
Band	Cross Country (Boys, Girls)	Archery
Basketball (Boys, Girls)	Fitness Team	Church Group/Church Choir
Choir	Music	Baseball (Little League/Babe Ruth)
Cross Country (Boys, Girls)	Missoula Children's Theater	Basketball (Rotary)
Fitness Team		Boy Scouts
Football		Dance
Math Counts		Dream Ski Program
Volleyball		Equestrian
Missoula Children's Theater		Girl Scouts
Leadership Club		Gymnastics
		Lacrosse
		Piano
		Rugby
		Taekwondo/Jujitsu/Karate
		Shooting Team
		Skeet/Trap Shooting
		Soccer
		Softball
		Swim Team
		Wrestling
		Youth Bowling League
		Youth Golf Tournaments

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Title I

Target Population: School-wide for all students, with an emphasis on those students who did not meet or who are in danger of not meeting expectations on the aimswebPlus assessment or on the State Smarter Balanced Assessment taken in the spring of each year.

Funding: Federal Title I Funds

Program Design: The School-wide Title I program is aligned with the School Improvement Plan which aligns with District Goals. The goals of the School Improvement Plan support the school-wide program with student achievement, analysis and allocation of resources, and improving climate and culture. The School-wide Title I program focuses on mathematics and reading. Students receive additional support in those areas if they do not meet expectations on district assessments. Students' progress is reported on periodic aimswebPlus assessments, on report cards every nine weeks, and through monitoring throughout the quarter. Teachers have common planning time which allows them to meet and discuss best practices as well as student progress. The District has two instructional coaches to support curriculum, instruction, and assessment.

Enrollment: Every student in the District is eligible to participate in the School-wide Title I program.

Course Instruction: Course instruction is driven by assessments. Both formal and informal assessments are given, and results are used to plan for instruction; teachers assess students' entry level skills and then plan coursework to meet areas of needed growth. A variety of teaching strategies are used to meet students' visual and auditory learning styles as well. Daily class structure typically begins with whole group instruction and moves to guided and independent practice opportunities for students. Technology is used to enhance students' achievement as well. Supplemental curricular materials are available to support the acquisition of targeted skills.

Overall Assessment: aimswebPlus reading and math assessments are given three times per year. Smarter Balanced Assessment is given in the spring of the year in 3rd through 8th grades. Growth evident during the administration of these assessments will determine success.

Technology: The District provides students with updated technology. Students have access to computers, Chromebooks, and iPads. Buildings have wireless connections to the internet. Students in grades K-8 have one-to-one Chromebooks.

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Multi-Tiered System of Support (MTSS)

Target Population: Students who are in need of additional support from the MTSS model in order to be successful within the regular education classroom.

Program Design: Each school program follows a strict adherence to outlined protocols for student evaluation, placement, and program outline. However, the process for all students begins with the Pyramid of Interventions that can be utilized with any student that is having difficulty in the classroom. Tiers I and II of the Pyramid of Interventions are designed to provide assistance to teachers within a short time period of identifying a concern. The Pyramid is divided into three tiers: Tier I, Tier II, and Tier III. Strategies must be documented to show a student's progress within each of these tiers. Tier I includes Standards Based Classroom Instruction (i.e. differentiation of instruction, parent/teacher conferences, and implementation of accommodations). Tier II moves into a more extensive intervention that encompasses additional time within the school day for intensive focus on the student's area of difficulty (either academics or behavior). Within the Tier II intervention, skill gaps are addressed through the re-teaching of previous skills taught, and new skills are pre-taught before being introduced in the regular classroom. Tier II interventions are always in addition to core content classes. Tier III provides detailed interventions that supplement the core content class (either academics or behavior).

Enrollment: Any student who has been identified as struggling to be successful with academics or behavior in the classroom aligned to school MTSS protocols.

File Review: Teachers are expected to analyze diagnostic, formative, and summative data to determine student intervention needs and to identify MTSS status. Teachers then bring student data to a scheduled Problem Solving Team Meeting to review student progress or lack thereof. Once all Tier II interventions have been exhausted, teachers may bring student data along with all Tier I and Tier II interventions to the MTSS lead and the MTSS Problem Solving Team for guidance and support determining Tier III interventions, goals, and progress monitoring tools. This review process continues regularly to review all MTSS student placements, including the exiting or movement through the Tiers of Intervention. Teachers are responsible for documenting goals, interventions, progress monitoring, and meetings within a students digital MTSS folder.

Evergreen School District
Description of Multi-Tiered System of Support

Tiers	Description of Tiers	MTSS Academics	MTSS Behavior
Tier I	**Classroom Instruction** **All students** participate in general education learning that includes: • Universal screening to target groups in need of specific instructional and/or behavioral support • Implementation of the Montana State Content Standards through a standards-based curriculum structure • Differentiation of instruction including fluid, flexible grouping • Multiple means of learning and demonstration of learning • Progress monitoring of learning through multiple formative assessments • Positive behavior supports	All students receive high-quality curriculum and instruction in the general education classroom. The teacher(s) assists all students.	All students are explicitly taught positive behavioral expectations. Teachers use a consistent approach to discipline. (EBI Team Focus Area)
Tier II	**Needs-Based Learning** **In addition to Tier I, targeted students** participate in learning that is different by including: • Intervention protocol process for identifying and providing research based interventions based on need and resources • Ongoing progress monitoring to measure student response to intervention and guide decision-making	School provides supplemental instructional support, usually in small groups, to students who need additional support.	School provides supplemental targeted behavioral skill interventions, usually in small groups.
Tier III	**Specially Designed Learning** **In addition to Tier I and Tier II, targeted students** participate in learning that is different by including: • Intensive, formalized problem solving to identify individual student needs • Targeted research based intervention tailored to individual needs • Frequent progress monitoring and analysis of student response to intervention	Intense instructional support is provided to students with the greatest needs, with frequent progress monitoring.	Student-centered planning is used to develop customized interventions with frequent progress monitoring.

Adopted Curriculum & Supplementary Resources

Tiers	ELA	Math	Science	Social Studies
State Assessment	3-8: SBA-Smarter Balanced • MSAA-Multi-State Alternative Assessment	3-8: SBA-Smarter Balanced • MSAA-Multi-State Alternative Assessment	5, 8: MSA-Montana Science Assessment • AMSA-Alternative Montana Science Assessment	3-8: Smarter Balanced ELA support
Benchmark	K-8: aimswebPlus	K-8: aimswebPlus	K-8: aimswebPlus	K-8: aimswebPlus
Tier I	K-5: Wonders 6-8: Collections K-8: Calkins-Unit of Study K-8: Step-Up to Writing 3-8: SBA Interim	K-4: Go Math 5-8: EnVisions 3-8: SBA Interim	K-4: Mystery Science 5-8: Discovery Science • 6: Earth Science • 7: Life Science • 8: Physical Science 5, 8: MSA Interim	K-2: Wonders 3: myWorld Int. Savvas 4: MT History 5: US History Savvas 6: Ancient History Savvas 7: US History Savvas 8: MT History
Consider state, benchmark, and Tier I curriculum assessments prior to Tier II and Tier III placement.				
Tier II In addition to Tier I	K-5: Wonderworks K-1: eSpark Reading K-8: Read Live K-4: Reading A-Z 2-8: IXL ELA	K-1: eSpark Math K-8: Reflex Math K-8: Frax Math 1-8: Prodigy*** 2-8: IXL Math 5-8: EdReady***	2-8: IXL Science	2-8: IXL Social Studies
Tier III In addition to Tier I and Tier II	K-2: Waterford K-8: Misc. Materials	K-8: Misc. Materials		

Other Supplementary Resources

Supplementary Student Applications:

- ABC Mouse
- Band Lab***
- Duolingo***
- EdPuzzle
- Epic***
- FlipGrid
- Heart Rate Monitors (PE)***
- Interactive Music (Music)
- Kahoot
- Khan Academy
- Legends of Learning
- Nearpod
- NewsELA
- PBS***
- Remind
- Quizzizz
- Reading Eggs
- Readworks
- Scholastic
- Seen
- Seesaw***
- Sphero
- Splash Learn
- Tinkercad
- Typing.com
- Typingclub.com

Staff Applications:

- Apptegy
- DocuSign
- Follett
- Goalbook
- Infinite Campus
- Linewize
- Review 360
- School Pass
- Swivl

Staff who choose to use additional, secondary supplementary materials must ensure that these materials are appropriate to the standard(s) and age of the student(s) and aligned with district adopted curriculum.

Staff need permission from the curriculum coordinator **AND** the technology director to purchase or use supplementary resources that require the input of student identifiable information (name, id number, etc.).

*** No security agreement. No Personally Identifiable Information (PII) may be added into application.

Personally Identifiable Information:

- Full Name
- Date of Birth
- Student ID Number
- Address
- Phone Number
- Social Security Numbers
- Geographically Identifiable Information
- Email Addresses*

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Individuals with Disabilities Education Act

Target Population: Students who are eligible for services and specially designed instruction as students meeting eligibility criteria, which identify an educational disability or disabilities as defined by federal and state guidelines affiliated with the Individuals with Disabilities Education Act (IDEA).

Program Design: The district provides appropriate services at each school site. The services are based on the identified individual educational needs of students with disabilities, which are determined by a multidisciplinary evaluation team. Access to and participation in the least restrictive educational environment are considered when determining appropriate instruction and services by an individual education plan team including the parents and school staff. In addition, the district is the host for two regional special education programs: 1) a regional special education preschool that serves children with disabilities ages 3-5 and 2) the Flathead Crossroads Program, serving students in grades K through 8 with disabilities resulting in behavior challenges that support the need for a more restrictive placement than the student's school of residence. Other districts participating in regional programs enter into an Interlocal Agreement in order to access services. Each school program follows IDEA requirements for student evaluation, placement, and services. However, the process for many students begins with the Multi-Tiered System of Support that can be utilized with any student who is having difficulty in the classroom. Special services personnel seek to engage in practices that minimize possible segregation of students with disabilities through inclusive services and instruction such as co-teaching.

Identification: Any student may be referred and determined eligible for school-based special education services ages 3-21 as part of Child Find requirements. This process requires that a student meet eligibility criteria for special education as a student with one or more of 14 federally defined educational disabilities. Eligibility determination also considers if special education and related services are necessary in order for the student to benefit from his or her educational program.

File Review: Staff report progress on measurable goals identified in the Individualized Education Plan (IEP) process on a quarterly basis. The individual goals developed for each individual student are based on present levels of academic and adaptive functional performance, which consider the common standards or expectations of students the same age, measurements of the student's skills, and necessary instruction and service recommendations for the student to continue to benefit from his or her educational experience. The IEP is reviewed at least annually, but the team may meet at any time if there is a concern regarding student progress or service delivery. General education teachers and school personnel with a need to know have access to the IEP in order to support students' full participation in the school program.

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Student Services and Out-of-District Enrollment

(revised and approved February 7, 2024)

The Evergreen School District will maintain compliance with accreditation standards under Title 10, Chapter 55 of the Montana Administrative Rules and will ensure compliance with the Individuals with Disabilities Education Act by providing appropriate programming for eligible students in the least restrictive environment. Accordingly, the trustees have determined that enrolling out-of-district students where there are no exceptional circumstances at the request of a parent or guardian that would result in exceeding accreditation limits for classrooms in early literacy, kindergarten, and grades 1-8 negatively impacts the quality of education for all students within the district. In our unwavering commitment to provide quality education and individualized attention to all students, the Evergreen School District is dedicated to maintaining a balance between enrollment capacity and instructional quality. To this end, the district has determined its optimal enrollment to capacity ratio to be 85%. Thus, we have formulated the following procedures to address out-of-district enrollment applications.

General Education Enrollment

1. General education enrollment applications will be reviewed on a case-by-case basis once enrollment reaches or exceeds 85% of the District's capacity for a specific grade level or core curriculum subject as determined by Montana statute for accreditation.
2. Enrollment capacity will be determined based on the District's available resources, staffing levels, and facilities.

Special Education Enrollment

Additionally, the enrollment of out-of-district students where there are no exceptional circumstances at the request of a parent or guardian in the following special education services and programs maintained by the District that would result in exceeding the following capacities would negatively impact the district's ability to serve students in those programs. To ensure that the District will be able to continue to positively impact student learning for enrolled students, the district will limit the approval of out-of-district student applications where there are no exceptional circumstances according to service and program capacities listed below in order to ensure to ensure sufficient capacity for additional new resident students or out-of-district students with exceptional circumstances who may seek to enroll.

1. For students whose application includes an Individualized Education Plan (IEP) that the Director of Special Services determines requires general special education services, enrollment will be reviewed on a case-by-case basis once caseloads for the respective grade level are at or above 85%. Caseload per special education teacher is 20 students for students with mild to moderate disabilities, 10 students for students with low incidence disabilities, and 55 students for students with speech only disabilities. Case load is defined as the number of students with IEPs for whom a teacher serves as "case manager" and is responsible for writing and implementing the IEP.
2. For students whose application includes an IEP that the Director of Special Services determines requires services of a self-contained classroom to fulfill the IEP's requirements, enrollment will be reviewed on a case-by-case basis once it exceeds 85% of the maximum number of students that can be served and based on severity of student needs as outlined below.

Specialized Student Programs

1. Evergreen Developmental Preschool: This program serves the needs of preschool children with identified educational disabilities through IDEA and who are ages 3 to 5 years of age. Eligible students are provided with instruction and experiences consistent with best practices regarding serving young children, which include family outreach and activities, as well as related services therapy integrated into the school program. Additional related services may be required based upon individual student needs as identified through evaluation and the IEP and may include speech language therapy, occupational therapy, physical therapy, paraprofessional staff, or health care related staff to provide appropriate services. In some individual circumstances, as determined by an IEP, children may access the Evergreen early kindergarten program as the most appropriate placement.

2. Evergreen Early Kindergarten: This program serves the needs of four year old children with exceptional circumstances or the need for targeted interventions. Related services may include speech language therapy, occupational therapy, physical therapy, paraprofessional staff, or health care related staff to provide appropriate services.

3. Evergreen Crossroads Program: This program serves the needs of students in K-8th grades who are identified through IDEA as students with educational disabilities. In addition, students are determined to demonstrate significant behavior challenges, have learning characteristics indicating the student is likely to respond to a cognitive behavioral intervention, and that the student requires placement in a day treatment or specialized school to address the student's needs. Additional related services may be required based upon individual student needs and may include speech language therapy, occupational therapy, physical therapy, additional paraprofessional staff, or health care related staff services. In some individual circumstances, as determined by an IEP, children may access East Evergreen Elementary School or Evergreen Junior High School for partial day or for IEP-identified participation placements. Consultation and observation of students demonstrating severe dysregulation and possible consideration for placement in Crossroads are available with parent consent to participating districts. Interlocal agreements are created with Flathead Valley school district partners. There is a student enrollment cap of 50. However, the numbers of students participating are based on student needs and fluctuate throughout the school year, as students may demonstrate the need for higher levels of care, may enter the setting due to relocation, or may transition to neighborhood schools. Interlocal agreements are created with Flathead Valley school district partners.

4. East Evergreen Skill Builders Class: This program serves the developmental needs of students in K-4th grades who meet eligibility requirements as a student with a disability. Students participating in the program require direct care support to address personal needs. Instructional focus is tied to developing independence and functional skills in the developmental realms (social/emotional, cognitive/pre-academic, physical, speech/language/communication, and adaptive). Related services staff such as speech pathologist occupational therapist, physical therapist, addition paraprofessional, or other health care related staff who are determined necessary to address individual student needs will be employed. Program model goals are to integrate therapy activities into classroom activities to the maximum extent appropriate to create seamless and generalized skill development. State alternative assessment is generally determined to be the most appropriate assessment by the IEP team due to the significance of individual student learning challenges. Students will require additional assigned staffing to participate in general education activities due to personal care needs. The program cap will be eight (8) students. Out-of-district students may be considered for attendance if program capacity has not been reached.

5. Evergreen Junior High Foundations Class: This program serves students in 5th-8th grades who meet eligibility requirements as a student with a disability. Students participating require support and instruction in aspects of daily living such as toileting and hygiene, meal preparation, and community access. Foundational skills that will build independence in these areas will serve as the basis of instructional focus. Related services staff such as a speech pathologist, occupational therapist, physical therapist, paraprofessional, or other health care related staff who are determined necessary to address individual student needs. Therapeutic services will be integrated into classroom activities to the maximum extent appropriate. Students may need additional staffing support to access general education environments due to safety or health concerns. Students in the program will typically participate in state alternative assessment due to the severity of their learning challenges. The program cap will be eight (8) students. Out-of-district students may be considered for attendance if program capacity has not been reached.

November 12-15, 2017

AdvancED® Engagement Review Report

AdvancED® Performance Accreditation

Results for:
Evergreen School District 50
18 W Evergreen Drive
Kalispell, Montana 59901-2810

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board Members	5
Superintendents	1
Administrators	10
Instructional Staff	25
Support Staff	7
Students	33
Parents/Community/Business Leaders	13
Total	94

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Exceeds Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Exceeds Expectations

Continuous Improvement Journey Narrative

The Engagement Review Team reviewed numerous sources of evidence that support the system's path of growth in a continuous improvement process. Interviews with representatives from all stakeholder groups, a review of written materials such as the system's *Continuous Improvement Plan,* observation of classroom activities and organizational practices at both the system and school levels revealed that the system has established a systematic, systemic process to enrich continuous improvement. As one staff member stated, "Our Plan is more than a collection of pages; it's a living, breathing document that we use daily." During an overview presentation, the superintendent provided a comprehensive description of the development and implementation of the strategic planning process. The system provided copies of the system's *Plans* for the past five years which reflected participation by stakeholders who represented system personnel as well as participants from the broader school community such as parents and community leaders. Although system staff expressed the need to achieve stronger student achievement, gradual improvement in organizational procedures and instructional focus was evident.

The system has systematically moved forward in its continuous improvement journey through development, implementation and monitoring of progress toward three target areas of the *Plan.* The system illustrates the continuous improvement process with a triangular shape. Foundation components of the *Plan* at the base of the triangle were the system's vision, mission, and beliefs. The next level in the triangle featured arrows that connected the process components of improvement from profile to plan to results and back to profile, a clear and systematic process of continuous improvement.

Review of the initial and current *Plans* provided evidence that the system gathered and analyzed quality data to identify areas for improvement. The system has progressed from an initial plan developed in 2013-14 to a current plan in 2017-18 that has systematically addressed goals in the three areas of improving student achievement and learning, systematic analysis and allocation of resources, and improving climate and culture. From interviews and the superintendent's overview presentation, the team confirmed that members of the governing board participated in and monitored the planning process while stakeholders were involved in guiding the system's continuous improvement planning. Stakeholders included the superintendent, school and system level

administrators, teachers, community leaders, parents, and staff members in non-certified positions. Interview responses and meeting minutes reflected participation by system personnel in regularly scheduled meetings to monitor progress toward achieving goals in the three target areas of the *Plan*. Additionally, members of the governing board participated in work sessions prior to every official board meeting to monitor system progress toward continuous improvement. The superintendent indicated that discussion during meetings that involved system personnel center around *Plan* target areas and current benchmarks. Supported by written evidence, interviews and school visits, the team determined that system stakeholders participated in a collaborative and strategic process to achieve *Plan* goals and move forward in a continuous improvement journey.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Exceeds Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.	Exceeds Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Exceeds Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations

Leadership Capacity Standards		Rating
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Exceeds Expectations

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The system implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Meets Expectations
2.8	The system provides programs and services for learners' educational future and career planning.	Emerging
2.9	The system implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Meets Expectations
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Needs Improvement
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Meets Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets Expectations
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Exceeds Expectations
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

Eleot® Observations	
Total Number of eleot® Observations	**38**
Environments	**Rating**
Equitable Learning Environment	3.01
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.79
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.37
Learners are treated in a fair, clear and consistent manner	3.42
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.45
High Expectations Environment	2.89
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.16
Learners engage in activities and learning that are challenging but attainable	3.21

Eleot® Observations	
Total Number of eleot® Observations	**38**
Environments	**Rating**
Learners demonstrate and/or are able to describe high quality work	2.61
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.92
Learners take responsibility for and are self-directed in their learning	2.55
Supportive Learning Environment	3.38
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.29
Learners take risks in learning (without fear of negative feedback)	3.34
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.42
Learners demonstrate a congenial and supportive relationship with their teacher	3.45
Active Learning Environment	2.95
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.95
Learners make connections from content to real-life experiences	2.76
Learners are actively engaged in the learning activities	3.45
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.63
Progress Monitoring and Feedback Environment	2.71
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.45
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.11
Learners demonstrate and/or verbalize understanding of the lesson/content	3.26
Learners understand and/or are able to explain how their work is assessed	2.03
Well-Managed Learning Environment	3.30
Learners speak and interact respectfully with teacher(s) and each other	3.53
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.39
Learners transition smoothly and efficiently from one activity to another	3.08
Learners use class time purposefully with minimal wasted time or disruptions	3.18
Digital Learning Environment	1.98
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.18
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.89
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.87

eleot® Narrative

The Engagement Review Team conducted 38 classroom observations in two schools, and in classrooms associated with a Crossroads Program that supports students from Evergreen School District 50 and neighboring systems, using the eleot® classroom observation tool on Tuesday of the visit. The system's overall average score was 2.92 on a four-point scale.

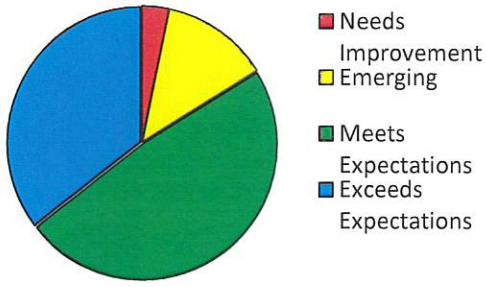
The Supportive Learning Environment received the highest average rating of 3.38. Students gave evidence of a supportive relationship with their teachers that correlated with student interview poll responses indicating that "The teacher from whom I learn the most cares about me." The Well-Managed Learning Environment was the second highest rated environment with an average rating of 3.30. Students worked cooperatively together in both

small and large groups. Moreover, students were observed transitioning smoothly from one activity to another. Ranking third was the Equitable Learning Environment with a 3.01 average rating. Students had equal access to participate in classroom activities and discussions. The team saw instances in which rules were fairly and consistently applied. The Active Learning Environment ranked fourth, receiving an average rating of 2.95. Team members observed students actively engaged in learning activities during group work, in independent settings, and in teacher directed lessons. The next highest rated area was the High Expectations Learning Environment with an average rating of 2.89. However, the team observed few instances in which students "were able to describe high quality work," a criteria that received a rating of 2.61, the lowest rated criteria in this learning environment. The Progress Monitoring and Feedback Learning Environment was the next highest environment with an average rating of 2.71. When talking with parents, the team learned that grading and reporting procedures were clearly communicated in a timely manner across the system. The Digital Learning Environment ranked seventh with an average rating of 1.98. Although the Digital Learning Environment received the lowest rating of the seven learning environments, the team learned that the system has provided either iPads or Chromebooks in a 1:1 ratio for students. Moreover, teachers were observed using SmartBoards to aid instruction and students were observed using digital tools to evaluate information and create original works for learning.

The eleot data confirmed statements shared during interview polls with various stakeholder groups and validated the supportive environment of the school and community working together as "Ever Giving, Ever Growing, Evergreen" described during interviews. Students were provided supportive and well-managed learning environments by teachers who demonstrated genuine concern for student success and well-being. During observations, the team noted that students followed classroom routines, transitioned smoothly, and interacted respectfully with teachers and their peers. Team members saw evidence that students were provided support to understand lesson content. Moreover, team members observed numerous instances in which students were actively engaged in learning activities. Although not the lowest rated, the environment that was a priority area for further improvement by system leadership was the High Expectations Learning Environment with a focus on designing and implementing a systemic process to align expectations with best practices to promote increased student achievement for K-8 classrooms across the system.

Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	1
Emerging	4
Meets Expectations	15
Exceeds Expectations	11

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1
The governing body; in conjunction with the superintendent, the administrative staff, building leadership, and teacher leadership; functions with quality skill and authority to establish effective policies and long-range planning to support system effectiveness. (Standards: 1.4, 1.5, 1.11)

Primary Standard: 1.4

Evidence: System policies included a code of ethics and defined roles and responsibilities for system staff. Governing board meeting minutes and interviews with board members and system staff revealed that the governing board functioned cohesively to ensure system effectiveness. Observations of school operations confirmed that the Board provided support and autonomy to system leadership.

Powerful Practice #2:
The system staff and governing board facilitated a collaborative process involving community stakeholders to develop and maintain a clear focus on improving student learning and professional practice. (Standards: 1.1, 1.3)

Primary Standard: 1.1

Evidence: The superintendent's overview presentation included evidence of a structured and collaborative process for development of the system's purpose and beliefs about teaching and learning. A review of documents gave evidence of regularly scheduled meetings by the system leadership team as well as building level leadership teams. During interviews with representatives from all stakeholder groups, the team confirmed "the reflective nature of the district" and involvement in a systematic process of continuous improvement.

Powerful Practice #3:
System leaders strategically implement long-term planning, procedures and fiscal resources in alignment with identified needs and priorities to improve students' performance and organizational effectiveness with the support of stakeholder and committee involvement. (Standards: 3.7, 3.8, 1.7)
Primary Standard: 3.7

Evidence: The system's *Continuous Improvement Plan* provided evidence of the development of a five-year strategic plan aligning system resources with identified needs. During interviews, the governing board described future goals and plans in support of the system's purpose and direction. Stakeholder survey responses provided evidence that system resources are equitably distributed and responsibly managed to address current and future needs and priorities. A staff member stated, "Despite fiscal cut backs and limited budgets, we have all that we need and much of what we want."

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1
Create a systemic learning culture to foster self-reflective education and stimulate inquiry. (Standard: 2.2)

Primary Standard: 2.2

Evidence: Results of eleot observations revealed that the lowest rating of the Active Learning Environment was "Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments." Team members observed more teacher-directed assignments and fewer project-based activities. While both whole and small group instruction occurred in most of the 38 classroom observations, formal differentiation of instruction was observed in a limited number of classrooms.

Opportunity for Improvement #2:
Develop and implement a process with all invested stakeholders to assess the effectiveness of programs and ensure alignment to standards and best practices promoting increased student achievement. (Standards: 2.6, 2.12)

Primary Standard: 2.12

Evidence: Teacher interview polls and conversations, lesson plans, curriculum maps and the superintendent's overview presentation revealed comprehensive implementation of programs, resources and organizational conditions to improve student learning. These numerous sources of evidence also revealed that systematic evaluation of the effectiveness of programs was not in place.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Design and implement coaching and mentoring programs to ensure that all staff members have knowledge and skills to improve student performance and organizational effectiveness. (Standard: 3.3)

Primary Standard: 3.3

Evidence: A review of system materials provided evidence of formal coaching and mentoring programs for the administrative staff. However, opportunities for teachers were limited to Teacher Buddy assignments. During interviews, system personnel verified that formal mentoring and coaching opportunities for all staff needed to be addressed. A review of the system *Continuous Improvement Plan* revealed that data related to monitoring and evaluation of coaching and mentoring programs were not available.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria.

Institution IEQ	341.67

Conclusion Narrative

The mission of Evergreen School District 50 is "To enable students to become responsible citizens and lifelong learners by ensuring quality instruction in a nurturing environment." Interview responses recorded by team members reflected that all stakeholder groups promoted this common mission. The mission was posted in common areas throughout the system and was included on the first page of the system's *Continuous Improvement Plan (Plan)* guiding the work of system personnel and community stakeholders as the system systematically reviewed the previous year's *Plan* to update data and draft goals to address current needs of the system.

The Engagement Review Team noted five themes supportive of student success and organizational effectiveness for Evergreen School District 50. Team members observed and recorded interview evidence of the responsible and effective operation of the governing body. During interviews, representatives of all stakeholder groups praised the collaborative and professional processes adhered to by members of the school board. In addition to complying with policies and regulations, stakeholders said that the board operated as a cohesive unit. A staff member described board meetings as orderly, positive and productive. The staff member said that board members routinely meet in work sessions to "candidly express individual viewpoints and sometimes disagree." The result was that members of the board resolved differences in work sessions and presented unity to the community during regular meetings. Moreover, the board has modelled the value of quality training and continuous growth through its own behavior and has empowered system leadership to implement an organizational structure to support continual growth for the system and improved student achievement.

A second theme that supports student success was development and implementation of a comprehensive *Continuous Improvement Plan.* Five years ago, the superintendent and board initiated a collaborative process to define system beliefs about teaching and learning. System leadership involved representatives from all stakeholder groups to gather and analyze data about system demographics, stakeholder perceptions, staff perceptions, staff inventories, process data, and student achievement data. Stakeholders and staff participated in meetings to analyze data and draw conclusions about the future direction of the system. Three goal areas were identified and activities were planned to address improvement in student achievement, systematic analysis and allocation of resources, and climate and culture. System leadership and stakeholders have established a systemic and systematic process for a review and update of the system's *Plan* each year. This *Plan* has become more than goals printed on paper; a system administrator described the *Plan* as one that "guides the daily organizational and instructional activities of the system."

A third theme that supports student success was the system's outreach to families. Evergreen School District 50 serves a small geographic area of approximately three square miles. The board has worked collaboratively with numerous outside agencies such as Rotary to support the social and emotional needs of students. System personnel have worked continually with community business partners and community leaders to address a full range of student needs. The team visited a room referred to as the Lounge at Evergreen Junior High School. Community members and system personnel have worked together to develop a space for students to relax and feel special. Students are rewarded with time in this space when they meet goals or deserve special recognition. The most distinctive feature in the Lounge was a large table built to display tiles designed by students. School leadership worked with members of a local church to provide materials and labor to build this table. This project was one among many described by parents as ways in which the system strives to reach out to families and support development of the whole child.

A fourth theme identified by team members that supports student success was the positive relationship between students and staff. During interviews, students identified teachers as the greatest strength of the system. Another telling piece of evidence that supported this theme as a strength of the system was students' responses to poll interviews. Students frequently selected "cares about me" as an appropriate ending to the statement, "The teacher from whom I learn the most." While visiting in schools and classrooms, team members also observed numerous instances in which teachers interacted with students in a warm and caring positive manner.

Finally, a fifth theme that supports student success and organizational effectiveness was the strides made by system personnel in recent years to gather and analyze data. The *Plan* included demographic, perception, process, and student achievement data that was systematically updated and analyzed. System personnel employed systematic processes to gather and analyze data from numerous sources. Data sources included trend and comparison data from STAR Reading and Math, course passing rates, and Smarter Balanced Assessment/CRT. Strides made in gathering and analyzing data by system personnel in recent years has segued to the current challenge of developing systemic and systematic processes to use data to inform and adjust instruction as appropriate.

Through interviews and a review of evidence, the team acknowledged three challenges of the system. The first challenge noted by the team was that of systematically using data to evaluate the impact of instructional practices and programs, and then implementing changes to increase student achievement and improve conditions that support learning. During interviews, system staff acknowledged that while some growth has occurred, student achievement "needs to improve and isn't where we want it to be." A review of assessment data confirmed that student achievement results were below state averages. In the System Quality Factors report, system staff indicated that the degree to which "system staff implements actions that support teaching, learning and overall learner success" is "mostly embedded."

In conjunction with the challenge of using data to evaluate the impact of instructional practices, a second challenge noted by the team was the need to promote creativity, innovation and problem-solving. During observations, the team observed few instances requiring students to participate in higher order thinking skills activities. While pockets of high expectations were observed, many activities required lower level responses such as knowledge and comprehension without achieving application, evaluation or synthesis. The High Expectations Learning Environment received the third lowest system average rating based on the team's classroom observations.

A third challenge noted by the team was the need to provide coaching and mentoring programs for all staff members. The team found evidence of mentoring programs for system administrators, but mentoring and coaching programs were not available for all staff. The superintendent's overview presentation described assignment of Teacher Buddies and professional development opportunities for new teachers. During interviews, however, system staff described the need for coaching and mentoring programs that increase knowledge and support development of skills to improve student performance and organizational effectiveness for all staff members.

Evergreen School District 50 was supported by stable, effective leadership of the governing board and system leadership. Stakeholders have worked collaboratively to develop and implement a comprehensive *Continuous Improvement Plan* and to engage in numerous outreach activities for families. The relationship between students and teachers was observed by team members as warm, caring, and strongly positive. Developing a systematic process of using data to inform instruction, promoting a creative and innovative learning culture, and developing coaching and mentoring programs for all staff will serve as a strong basis for future actions and continuous improvement.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. Agnes Smith Lead Evaluator	Dr. Agnes E. Smith recently retired as an associate professor in the Department of Leadership and Teacher Education at the University of South Alabama. She taught graduate courses in instructional leadership, mentoring, and curriculum development. Prior to her work at USA, Dr. Smith was principal of a Grades K-8 school in Baldwin County, Alabama. She is the author of numerous articles related to instructional leadership, and she is co-author of a case studies book entitled "Case studies in 21st century school administration: Addressing challenges for educational leaders." Dr. Smith's research centered on factors that sustain effective local school leadership.

Team Member Name	Brief Biography
Mrs. Angela Harris Associate Lead Evaluator	Angela Harris is a Licensed Clinical Social Worker serving as the Director of Student Support Services for a rural school district in Montana. She has 14 years of experience working with youth and families. She earned a Bachelor's Degree in Psychology from San Diego State University and a Master's Degree in Social Work from the University of Montana. Ms. Harris has worked in a variety of settings including child welfare, non-profit organizations, mental health and schools. She is a Lead Evaluator for AdvancED, an accreditation organization for schools. Ms. Harris has advanced training in mental health, community collaboration, and program coordination/assessment. She is a co-creator/presenter of the PIECES framework, a comprehensive model of success for organizations.
Mr. Charles Clare	Charles Clare has served as a Lead Evaluator and team member for systems reviews, school level reviews, and early learning reviews throughout Virginia and beyond state lines since 2011. Previously, he served as an educational contractor for the Office of School Improvement with the Virginia Department of Education prior to serving as the Associate Director for AdvancED in the Virginia office. Mr. Clare began his career in public education as a mathematics teacher for six years at the middle school level before moving to the high school level in Hanover County, Virginia. After 15 years in the classroom, he then held administrative positions as assistant principal, high school principal, and assistant superintendent in neighboring King William County. Mr. Clare then served as superintendent of a small rural public school division also in the Richmond area of Virginia until his retirement in 2013. He completed doctoral coursework in Educational Leadership and Policy Studies at Virginia Tech, earned his Master's Degree in Administration and Supervision from Virginia Commonwealth University and his Bachelor's Degree in Education from the University of North Carolina at Charlotte.
Mrs. Christina Schertel	Christina Schertel is the Vice Principal of Troy High School and the Special Education Director for the Troy Public School District. She has 11 years of teaching experience and has worked with students at all grade levels. She is most proud of her work with the Response to Intervention Team at her school that has systematically changed the way students receive support and achieve success. Mrs. Schertel has a Master's Degree in Special Education from Montana State University Billings and her Administrator Endorsement from the University of Montana. She has served on an AdvancED Leadership Team for another rural school in Montana.
Mrs. Cammie Knapp	Cammie Knapp is the Curriculum and Technology Director for the Corvallis School District. She attended the University of Montana, earning her Bachelor's Degree in Elementary Education and a Special Education Endorsement in 2001, and a Master's Degree in Educational Leadership in 2011. She has been employed by the Corvallis School District since 2001, serving as a primary and high school special education teacher and academic dean at the high school.

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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

DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2022-2023

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2022-2023

STUDENT ACHIEVEMENT GOALS – ELA/LITERACY

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment					
		Fall 2022 Actual %	Spring 2023 Goal %	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Goal %		
		All	All	All	White	SWD	All	White	SWD
K	N	54%	15%						
	NP	16%	15%						
	P	27%	65%						
	A	3%	5%						
1st	N	72%	15%						
	NP	7%	15%						
	P	20%	65%						
	A	1%	5%						
2nd	N	44%	15%						
	NP	30%	15%						
	P	20%	60%						
	A	6%	10%						
3rd	N	27%	15%	44%	48%	71%	34%	35%	50%
	NP	27%	15%	23%	24%	21%	23%	25%	30%
	P	39%	60%	20%	21%	7%	27%	30%	20%
	A	7%	10%	14%	7%	0%	16%	10%	0%
4th	N	41%	15%	34%	38%	72%	32%	28%	50%
	NP	15%	15%	18%	19%	11%	23%	29%	24%
	P	27%	50%	28%	27%	11%	30%	37%	20%
	A	17%	20%	20%	17%	6%	15%	17%	6%

N – Novice
NP – Nearing Proficient
P – Proficient
A – Advanced

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2022-2023

STUDENT ACHIEVEMENT GOALS – MATHEMATICS

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment					
		Fall 2022 Actual %	Spring 2023 Goal %	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Goal %		
		All	All	All	White	SWD	All	White	SWD
K	N	41%	15%						
	NP	17%	15%						
	P	35%	60%						
	A	7%	10%						
1st	N	45%	15%						
	NP	30%	15%						
	P	22%	65%						
	A	3%	5%						
2nd	N	44%	15%						
	NP	19%	15%						
	P	37%	65%						
	A	0%	5%						
3rd	N	33%	15%	39%	41%	79%	30%	36%	50%
	NP	29%	15%	24%	28%	0%	24%	25%	29%
	P	33%	60%	28%	28%	21%	35%	33%	21%
	A	5%	10%	8%	3%	0%	11%	6%	0%
4th	N	40%	15%	30%	33%	56%	25%	28%	43%
	NP	17%	15%	25%	25%	22%	21%	24%	24%
	P	37%	60%	36%	36%	17%	42%	42%	27%
	A	6%	10%	9%	6%	6%	12%	6%	6%

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EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2022-2023 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. In all content areas, implement high expectations and effective teacher commentary through teacher and student interactions with daily agendas.	2021-2022 Effective Teacher Commentary • Observation Feedback: Not Measured 2021-2022 Course Proficiency • ELA: 45.8% • Math: 58.2% Fall 2022 aimswebPlus Proficiency: • ELA: 40.8% • Math: 41.3% 2021-2022 Smarter Balanced Proficiency • ELA State: 46.2% East: 41.4% • ELA 3rd State 44.2% East 35.1% • ELA 4th State 45.8% East 47.9% • Math State: 36.5% East: 42.1% • Math 3rd State 44.9% East 37.8% • Math 4th State 41.8% East 46.5% 2021-2022 ELEOT Observations • High Expectations: 3.29/4 • Active Learning: 3.38/4 • Progress Monitoring: 3.33/4 AdvancEd Improvement Priority • Learning Capacity Domain: Educators implement a curriculum that is based on high expectations and prepares learners for the next levels: Emerging	Structured Semester Grade Level Planning Meetings Consistent Collaboration with Student Data and Support Specialists Instructional Coach Support Progress Monitoring in aimswebPlus Monthly Professional Learning focused on High Expectations and Effective Teacher Commentary	2022-2023 Increased Effective Teacher Commentary • Observation Feedback 2022-2023 Increased Course Proficiency • ELA • Math 2022-2023 Increased aimswebPlus Proficiency • ELA • Math 2022-2023 Increased Smarter Balanced Proficiency • ELA East • ELA 3rd East • ELA 4th East • Math East • Math 3rd East • Math 4th East 2022-2023 ELEOT Observations Increases in • High Expectations • Active Learning • Progress Monitoring

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2022-2023 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. Effectively implement processes and procedures to promote positive behavior and effective use of instructional supports.	2021-2022 Schoolwide Discipline Plan • Inconsistent Implementation 2021-2022 Staff Survey Perceptions • Teaching and Assessing for Learning: 3.81/5 • Governance and Leadership: 3.81/5 2021-2022 Student Survey Perceptions • In my school students treat adults with respect: 2.39/3 • In my school I am treated fairly: 2.53/3 • My teachers listen to me: 2.58/3 2021-2022 Review 360 Data • Disruptive Classroom Behavior: 173 • Failure to Follow Directions: 114 • Teacher Managed: 359 • Office Referral: 121 2021-2022 Attendance • Students Missing 15 or More Days: 151	Systemic Approach to Addressing Student Behavior Needs Staff Implementation of Schoolwide Positive Behavior Processes and Procedures Positive Intervention Center (PAWS room) to Support Structured Student Check Ins and Social Emotional Learning Supports Teachers and Paraprofessional Weekly Debrief Meeting Times to Reflect and Problem Solve	2022-2023 Schoolwide Discipline Plan • Implemented Revised Schoolwide Discipline Plan 2022-2023 Improved Staff Survey Perceptions • Teaching and Assessing for Learning • Governance and Leadership 2022-2023 Improved Student Survey Perceptions • In my school students treat adults with respect • In my school I am treated fairly • My teachers listen to me 2022-2023 Improved Review 360 Data • Disruptive Classroom Behavior • Failure to Follow Directions • Teacher Managed • Office Referral 2022-2023 Attendance • Decrease of Students Missing 15 or More Days

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2022-2023 District Goals and School Improvement Plan

GOAL 3: To Improve Climate and Culture			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Create staff leadership opportunities to promote collaboration, use of best practices, and professional growth.	2021-2022 Staff Survey Perceptions • Teaching and Assessing for Learning: 3.81/5 • Governance and Leadership: 3.81/5 2021-2022 Staff Agendas • Leadership Opportunities Listed: <10	Process for Effective Collaboration and Feedback Scheduled Collaboration Time	2022-2023 Improved Staff Survey Perceptions • Teaching and Assessing for Learning • Governance and Leadership 2022-2023 Staff Agendas • Increased Leadership Opportunities Listed
b. Implement family and school connections through opportunities for participation in school activities.	2021-2022 Family Lunch Bunch • Participation: Not Measured 2021-2022 School Volunteers • Participation: 0 2021-2022 Classroom Celebrations • Participation: <5 2021-2022 Chaperones on Field Trips • Participation: <20 2021-2022 Parent Survey Perceptions • Teaching and Assessing for Learning: 3.54/5 2021-2022 Student Survey Perceptions • My teachers ask my family to come to school activities: 2.39/3 2021-2022 School Event Attendees • Open House: 200 • Fall Conferences: 471 • Winter Conferences: 220	Guidelines for Parent and Guardian Participation in School Activities Master Calendar of Events Listing Specific Events with Dates and Times per Teacher	2022-2023 Family Lunch Bunch • Increased Participation 2022-2023 School Volunteers • Increased Participation 2022-2023 Classroom Celebrations • Increased Participation 2022-2023 Chaperones on Field Trips • Increased Participation 2022-2023 Improved Parent Survey Perceptions • Teaching and Assessing for Learning 2022-2023 Improved Student Survey Perceptions • My teachers ask my family to come to school activities 2022-2023 Increased School Event Attendees • Open House • Fall Conferences • Winter Conferences

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
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Additional Target Areas and/or Information:
1. Schedule monthly meeting times for the principal to meet with new certified staff. 2. Provide daily cafeteria support from the principal and school counselor to promote school wide behavior expectations.

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

DISTRICT GOALS
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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2022-2023

STUDENT ACHIEVEMENT GOALS – ELA/LITERACY

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment					
		Fall 2022 Actual %	Spring 2023 Goal %	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Goal %		
		All	All	All	White	SWD	All	White	SWD
5th	N	18%	16%	35%	38%	72%	16%	16%	60%
	NP	31%	24%	17%	19%	11%	24%	25%	16%
	P	39%	47%	29%	27%	11%	47%	44%	16%
	A	12%	13%	19%	17%	6%	13%	15%	8%
6th	N	33%	20%	49%	52%	80%	35%	35%	60%
	NP	15%	20%	11%	8%	0%	15%	15%	10%
	P	40%	45%	24%	24%	10%	30%	30%	15%
	A	12%	15%	16%	15%	10%	20%	20%	15%
7th	N	17%	10%	31%	35%	57%	26%	25%	53%
	NP	20%	20%	20%	17%	13%	20%	20%	14%
	P	44%	49%	35%	33%	30%	38%	39%	32%
	A	19%	21%	14%	15%	0%	16%	16%	1%
8th	N	17%	15%	25%	26%	62%	20%	21%	56%
	NP	17%	15%	35%	32%	31%	30%	27%	30%
	P	42%	44%	31%	31%	8%	35%	36%	13%
	A	24%	26%	9%	11%	0%	15%	16%	1%

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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2022-2023

STUDENT ACHIEVEMENT GOALS – MATHEMATICS

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment					
		Fall 2022 Actual %	Spring 2023 Goal %	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Goal %		
		All	All	All	White	SWD	All	White	SWD
5th	N	28%	15%	30%	33%	56%	22%	22%	45%
	NP	23%	27%	25%	25%	22%	23%	23%	21%
	P	36%	42%	36%	36%	17%	40%	42%	25%
	A	13%	16%	9%	6%	6%	15%	13%	9%
6th	N	52%	35%	63%	62%	80%	45%	45%	70%
	NP	24%	25%	22%	23%	10%	23%	23%	10%
	P	24%	30%	7%	8%	7%	20%	20%	15%
	A	0%	10%	7%	7%	3%	12%	12%	5%
7th	N	28%	20%	34%	37%	77%	30%	30%	74%
	NP	10%	10%	32%	32%	15%	30%	30%	16%
	P	47%	51%	25%	20%	0%	28%	28%	2%
	A	15%	19%	8%	11%	8%	12%	12%	8%
8th	N	16%	10%	39%	35%	61%	31%	30%	57%
	NP	18%	13%	32%	30%	30%	32%	25%	28%
	P	58%	67%	17%	27%	9%	21%	35%	15%
	A	8%	10%	12%	8%	0%	16%	10%	2%

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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2022-2023

STUDENT ACHIEVEMENT GOALS – SCIENCE

Montana Science Assessment (MSA)

Grade Level	Achievement Level	Montana Science Assessment (MSA)					
		2021-2022 Actual % (No Data Received)			2022-2023 Goal %		
		All	White	SWD	All	White	SWD
5th	N				30%	30%	38%
	NP				25%	25%	20%
	P				30%	30%	34%
	A				15%	15%	8%
8th	N				10%	10%	25%
	NP				35%	35%	58%
	P				40%	40%	15%
	A				15%	15%	2%

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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2022-2023 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 effective teacher commentary and high expectations in all subject areas through the use of common assessments and daily agendas.	2021-2022 Effective Teacher Commentary on Common Assessments • Common Assessments: Not Measured • Effective Commentary: Not Measured 2021-2022 Effective Teacher Commentary on Report Cards • Not Measured 2021-2022 ELEOT Observations • Learners receive/respond to feedback to improve understanding: 3.8/5.0 2021-2022 ELA Proficiency Course Aimsweb SBA 5th 35% 44% 40% 6th 48% 42% 49% 7th 38% 57% 38% 8th 50% 61% 47% 2021-2022 Math Proficiency Course Aimsweb SBA 5th 23% 46% 15% 6th 16% 19% 34% 7th 43% 60% 29% 8th 50% 60% 34% 2021-2022 Course Proficiency Science Social St. Electives 5th 30% 24% N/A 6th 18% 29% N/A 7th 32% 42% N/A 8th 44% 51% N/A 2021-2022 Administrative Observations • Daily Agendas: Not Observed AdvancEd Improvement Priority #1: Create systematic learning culture to foster self-reflective education and stimulate inquiry	Monthly Review and Reflection on Effective Teacher Commentary on Common Assessments Daily agendas by classroom teachers including date, standard, essential question, agenda, and upcoming events	2022-2023 Increased Effective Teacher Commentary on Common Assessments • Common Assessments: • Effective Commentary: 2022-2023 Increased Effective Teacher Commentary on Report Cards 2022-2023 ELEOT Observations Increase in • Learners receive/respond to feedback to improve understanding: 2022-2023 Increased ELA Proficiency Course Aimsweb SBA 5th 6th 7th 8th 2022-2023 Increased Math Proficiency Course Aimsweb SBA 5th 6th 7th 8th 2022-2023 Increased Course Proficiency Science Social St. Electives 5th 6th 7th 8th 2022-2023 Administrative Observations • Increased Daily Agendas

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2022-2023 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**
b. Effectively implement processes and procedures that promote improved student attendance.	2021-2022 Attendance • Average Daily Attendance: 88.89% (lowest in District) • Students Missing 15 or More Days: 154 2021-2022 Administrative Attendance Meetings with Families: • Not Measured 2021-2022 Parent/Teacher Conferences Focused on Attendance • Not Measured 2021-2022 Extra Curricular Activities • 213 Participants 2021-2022 Targeted Attendance Group Support • Not Measured	Implementation of Restorative Practices Administrative Meeting for Students Missing 10 or More Days Targeted Groups Focused on Increased Attendance Welcoming and Engaging School and Classroom Environments that Encourage Daily Students Attendance	2022-2023 Attendance • Increased Average Daily Attendance • Decrease of Students Missing 15 or More Days 2022-2023 Administrative Attendance Meetings with Families • Increased Meetings 2022-2023 Parent/Teacher Conferences Focused on Attendance • Increased Meetings 2022-2023 Extra Curricular Activities • Increased Participation 2022-2023 Targeted Attendance Group Support • Increased Group Support

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2022-2023 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 staff to meet the mental health needs of students.	2021-2022 Student Referrals • Counselor: Not Measured • Behavior Specialist: N/A • Intermountain: Not Measured • Higher Level of Care: Not Measured 2021-2022 Staff Support • In Classroom Support: Not Measured 2021-2022 Student Mental Health Services • Number of Students Served: Not Measured 2021-2022 Review 360 Data: • Incidents: 2,002 • Office Referrals: 767 • Teacher Managed: 1,235 2021-2022 Staff Check-ins • More Student Support Needed Social/Emotional Needs	Tiered Levels of Student Support Use of Behavior Plans Defined procedures for accessing student support by counselor, Intermountain Personnel, and behavior specialist Review 360 Behavior Plan Staff Support	2022-2023 Student Referrals • Counselor • Behavior Specialist • Intermountain • Higher Level of Care 2022-2022 Staff Support • In Classroom Support 2022-2023 Student Mental Health Services • Increased in Number of Students Served 2022-2023 Decrease in Review 360 Data: • Incidents • Office Referrals • Teacher Managed 2022-2023 Staff Check-ins • Increase in Student Support for Social/Emotional Needs

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2022-2023 District Goals and School Improvement Plan

GOAL 3: To Improve Climate and Culture

Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
a. Consistently implement Tier 1 behavior strategies.	2021-2022 Behavior Strategies: • Incidents: 2,002 • Teacher Managed: 1,235 • Office Referrals: 767 • In School Suspensions: 127 • Out of School Suspensions:119 • Step Hearings: 24 2021-2022 Discipline • Increase of 115.82% in Referrals 2021-2022 Behavioral Plans • Total Plans: 7 2021-2022 Student Supervision • Supervision of Students in Non-Structured Areas: Not Measured 2021-2022 Staff Survey Perception Comments • Limited Access due to Administration Working with Discipline Needs 2021-2022 Student Survey Perception Comments • Students Not Respectful of Others and Their Belongings and Not Respectful to Staff	Monthly Grade Level Review and Reflection on Students with Multiple Discipline Referrals Identification of Students Needing Behavior Plan through Review 360 Increase in Staff Supervision before School, after School, and at Transition Times in Hallways Staff Support of Tier 1 Interventions within Classrooms by Support Personnel	2022-2023 Behavior Strategies: • Incidents • Teacher Managed • Office Referrals • In School Suspensions • Out of School Suspensions • Step Hearings 2022-2023 Discipline • Decreased Referrals 2022-2023 Behavioral Plans • Increased Plans 2022-2023 Student Supervision • Increase in Supervision of Students in Non-Structured Areas 2022-2023 Staff Survey Perceptions Comments • Increased Access to Administration 2022-2023 Student Survey Perception Comments • Increase of Students Respectful of Others and Their Belongings and Respectful to Staff
b. Increase positive climate and culture among staff.	2021-2022 Staff Activities • Team Building and Interactive Activities in Staff Meetings: Not Measured 2021-2022 Staff Turnover: • Certified: 6 • Classified: 5 2021-2022 Staff Semester Check-Ins • Staff Reported Low Climate and Culture 2021-2022 Individual Staff Meeting Input • Lack of Collaborative Work with Co-teachers, Specialists, and Team Members	Dedicated Time at Staff Meetings Staff Leadership to Support Activities	2022-2023 Staff Activities • Team Building and Interactive Activities in Staff Meetings 2022-2023 Staff Turnover: • Decrease in Certified • Decrease in Classified 2022-2023 Staff Semester Check-Ins • Increase in Staff Reports on Climate and Culture 2022-2023 Individual Staff Meeting Input • Increase in Collaborative Work with Co-teachers, Specialists, and Team Members

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2022-2023 District Goals and School Improvement Plan

Additional Target Areas and/or Information:

1. Hold regular meetings with administration, counselor, behavior specialist, and Intermountain to determine necessary support for students.

2. Develop and implement a schedule to meet with new teachers to support instructional practices and to build positive rapport.

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

DISTRICT GOALS
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EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2022-2023

STUDENT ACHIEVEMENT GOALS – ELA/LITERACY

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment					
		Fall 2022 Actual %	Spring 2023 Goal %	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Goal %		
		All	All	All	White	SWD	All	White	SWD
CR	N	61%	45%	54%	89%	100%	45%	100	100%
	NP	8%	20%	20%	71%	100%	25%	90%	100%
	P	28%	30%	17%	50%	100%	20%	75%	100%
	A	3%	5%	9%	100%	100%	10%	100%	100%

STUDENT ACHIEVEMENT GOALS – MATHEMATICS

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment					
		Fall 2022 Actual %	Spring 2023 Goal %	Prior Grade 2021-2022 Actual %			Current Grade 2022-2023 Goal %		
		All	All	All	White	SWD	All	White	SWD
CR	N	59%	40%	57%	90%	100%	50%	100%	100%
	NP	18%	25%	25%	78%	100%	25%	90%	100%
	P	20%	30%	9%	100%	100%	15%	80%%	100%
	A	3%	5%	9%	66%	100%	10%	100%	100%

STUDENT ACHIEVEMENT GOALS – SCIENCE

Montana Science Assessment (MSA)

Grade Level	Achievement Level	Montana Science Assessment (MSA)					
		2021-2022 Actual % (No Data Received)			2022-2023 Goal %		
		All	White	SWD	All	White	SWD
5th	N				20%	100%	100%
	NP				37%	50%	100%
	P				18%	100%	100%
	A				25%	100%	100%
8th	N				30%	100%	100%
	NP				40%	67%	100%
	P				20%	100%	100%
	A				5%	100%	100%

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EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2022-2023 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 effective teacher commentary and high expectations in all subject areas through the use of common assessments and daily agendas.	2021-2022 Effective Teacher Commentary on Common Assessments • Common Assessments: None developed at Grade Level or Content Area • Effective Commentary: Limited Use 2021-2022 Administrative Observations • Daily Agendas: Not Measured 2021-2022 Course Proficiency • ELA: 17% • Math: 15% • Science: 22% • Social Studies: 10% 2022 Fall aimswebPlus Proficiency • ELA: 31% • Math: 23% 2021-2022 Smarter Balanced Proficiency • ELA State: 46.15% CR: 17% • Math State: 36.54% CR: 26% 2021-2022 ELEOT Observations • High Expectations: 3.32/4 • Active Learning: 3.23/4 • Progress Monitoring: 3.07/4 AdvancED Improvement Priority #2: Develop and implement a process to assess the effectiveness of programs and ensure alignment to standards and best practices promoting increased student achievement	Personalized Professional Learning on Effective Teacher Commentary on Common Assessments as Appropriate Monthly Review and Reflection on Effective Teacher Commentary on Common Assessments Daily agendas by classroom teachers including date, standard, essential question, agenda, and upcoming events	2022-2023 Evidence of Common Assessments 2022-2023 Samples of Effective Teacher Commentary 2022-2023 Administrative Observations • Increased Daily Agendas 2022-2023 Increased Course Proficiency • ELA • Math • Science • Social Studies 2022-2023 Increased aimswebPlus Proficiency • ELA • Math 2022-2023 Increased Smarter Balanced Proficiency • ELA • Math 2022-2023 ELEOT Observations Increases in • High Expectations • Active Learning • Progress Monitoring
b. Implement student attendance recognition.	2021-2022 Attendance Recognition • Quarterly Recognition: Not Measured 2021-2022 Attendance • Average Daily Attendance: Decreased by 2.56% from 2020-2021 • Students Missing 15 or More Days: Increased by 31.04% from 2020-2021	Welcoming Environment Parent Support Student Recognition Examples	2022-2023 Attendance Recognition • Monthly Recognition • Quarterly Recognition 2022-2023 Attendance • Increased Average Daily Attendance • Decrease of Students Missing 15 or More Days

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2022-2023 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 in small group instruction.	2021-2022 Paraprofessional Small Group Instruction • Not Measured 2021-2022 Lesson Planning • Not Measured 2021-2022 ELEOT Observations • Supportive Learning 3.73/4 2021-2022 Staff Survey Perceptions • Teaching and Assessing for Learning: 3.81/5 2021-2022 Course Proficiency: • ELA: 17% • Math: 15% • Science: 22% • Social Studies: 10% 2022 Fall aimswebPlus Proficiency: • ELA: 31% • Math: 23% AdvancEd Improvement Priority #1: Create systematic learning culture to foster self-reflective education and stimulate inquiry	Weekly Planning with Classroom Teacher during Student Social Emotional Learning Time Use of Designated Small Group Workspace in Each Classroom Professional Development in Small Group Learning	2022-2023 Paraprofessional Small Group Instruction • Increased in Use of Designated Small Group Workspace in Each Classroom 2022-2023 Lesson Planning • Increased in Average Weekly Planning with Classroom Teacher during Student Social Emotional Learning Time 2022-2023 ELEOT Observations Increases in • Supportive Learning 2022-2023 Improved Staff Survey Perceptions • Teaching and Assessing for Learning 2022-2023 Increased Course Proficiency: • ELA: 17% • Math: 15% • Science: 22% • Social Studies: 10% 2022-2023 Increased aimswebPlus Proficiency: • ELA • Math

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2022-2023 District Goals and School Improvement Plan

GOAL 3: To Improve Climate and Culture			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Increase parent involvement.	2021-2022 Parent Involvement • Open House: 38% • Parent Teacher Conferences: 87% • Music Concert: Not Measured • Lunch Bunch: N/A 2021-2022 Staff Survey Perceptions • In our school, all personnel regularly engage families in their children's learning progress: 3.64/5 2021-2022 Student Survey Perceptions • My teachers ask my family to come to school activities: 1.60/3	Staff Collaboration to Create Opportunities for Parent Involvement Remind App	2022-2023 Increased Parent Involvement • Open House • Parent Teacher Conferences • Music Concert • Lunch Bunch 2022-2023 Improved Staff Survey Perceptions • In our school, all personnel regularly engage families in their children's learning progress 2022-2023 Improved Student Survey Perceptions • My teachers ask my family to come to school activities
b. Implement consistent practices to report individual and school wide behavior data.	2021-2022 Activity Restrictions • Total Restrictions: 741 Activity Restrictions Compared to 106 reported in Infinite Campus 2020-2021 ELEOT Observations • Well Managed Learning 3.61/4 2021-2022 Staff Survey • Comments	Staff Training with Consistent Practice on Behavior Forms Morning Meeting and Staff Time (to analyze Behavior Form data and create positive solutions and outcomes to address areas of concerns)	2022-2023 Activity Restrictions • Total Restrictions Compared to Infinite Campus 2022-2023 ELEOT Observations Increases in • Well Managed Learning 2022-2023 Improved Staff Survey • Comments

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2022-2023 District Goals and School Improvement Plan

Additional Target Areas and/or Information:
1. Continue meeting norms and schedule for morning meetings.
2. Continue best practices in special education case management.

Evergreen School District
Professional Learning Overview
2022-2023

Professional Learning Focus Five Year Plan	
Year	**Professional Learning Focus**
2018-2019	Instruction: Differentiation Assessment: Using Formative Assessment to Adjust Instruction
2019-2020	Instruction: Effective Lesson Planning Assessment: Diagnostic Assessments
2020-2021	Instruction: Grouping Strategies Assessment: Summative Assessments
2021-2022	Instruction: Higher Order Thinking Skills Assessment: Balanced Assessments
2022-2023*	Instruction: High Expectations Assessment: Effective Teacher Commentary

2022-2023 Professional Learning Monthly Focus*	
High Expectations	**Effective Teacher Commentary**
Growth Mindset	What Are We Saying
Classroom Management	Reinforce and Support
Engagement and Motivation	Standards-Based/Actionable - Posting Work
Planning and Prepping	Tangible and Transparent
Goal Setting	Goal-Referenced
Providing Examples and Modeling	Student Friendly
Reflect on the Amount of Support	Timely
Redos and Retakes	Ongoing
Review	Review

Professional Learning Implementation				
How Often--TIME	**Grouping**	**Who--TALENT**	**What—TRAINING**	**Notes**
Yearly	District	All Staff	Professional Learning Focus	Determined through District and School Strategic Planning
Yearly	Individual	All Certified Staff	Smart Goal	Based on Professional Learning Focus*
Quarterly	Individual	All Certified Staff	Reflection of Instructional Practices Related to Smart Goal through Video and Collegial Visits	Job Embedded
Weekly	Small Group	Administration and Instructional Coach	Planning and Communication Meeting	Job Embedded
Monthly	District	All Staff	Professional Learning Focus*	Job Embedded (early release for students)
Quarterly	Individual	All Certified Staff	Instructional Coach Meeting/Visits	Job Embedded (during prep/classroom instruction)
Bi-Monthly	Individual	7 Certified Staff (voluntary)	BetterLesson Instructional Coaching	Job Embedded/Personal Time
Monthly	Grade Level/ Subject	All Certified Staff	Instructional Coach Grade Level Meeting	Job Embedded (during prep)
Monthly	Small Group	All New Certified Staff	Specialized Topics to Support New Teachers	After School
Semester	District	All Certified Staff (others as needed)	PIR: Professional Learning and/or Planning Days	Job Embedded (no school for students)

Evergreen School District
PIR and Professional Learning Survey for 2022-2023
(60 Surveys Completed)

Evergreen Optional August PIR Survey Results

29 Crisis Prevention Intervention (de-escalation strategies and trauma informed practices - renew every two years)
28 First Aid/CPR (renew every two years)
28 Beyond the Basics of Classroom Management (Motivation, High Trust, Community, Grit, etc.)
18 Working with Colleagues (Team Building and Collaboration)
18 Incorporating Life Skills in the Classroom
17 Incorporating Art in the Classroom
16 Using Data to Plan for Interventions and Progress Monitoring (Data Teams)
16 Incorporating Movement in the Classroom
15 Students and Social Media Use
15 Inclusion and Diversity in Schools
13 Suicide Awareness and Prevention
11 Writing across the Curriculum (Sentence Stems, Graphic Organizers, and Genres)
10 Best Practices in Grading and Reporting
9 Review 360

Optional August PIR 2022-2023 Based on Input from Staff Survey (August 22-25)

(25) Session #1 Monday, August 22 8:00-11:00 and 12:00-3:00: "CPI Training" by Abby Barnett and Brandan Barnett
Crisis Prevention Institute training helps school staff learn to handle and prevent agitated behavior as well as improve de-escalation skills and everyone's safety. This is a blended learning course which includes off-site, online simulation learning that must be completed prior to attending the three-hour scheduled in-person session.

(52) Session #2 Tuesday, August 23 8:00-11:00: "Care and Nurturing of the Evergreen Educator" by Denny McLoughlin.
Key topics of the session include The ARFF Factor: Intrinsic Motivation, Kiss Stress Good-bye, Growing a Positive Mindset, Being "Solution Centered," Modeling the "Positive to Students," Losing the Guilt and Negative Feelings, and more.

(43) Session #3 Tuesday, August 23 12:00-3:00: "Grow Trust with Students. Influence without the Push Back" by Denny McLoughlin.
Key topics of the session include Trust Psychology and the High Trust Educator, and more.

(34) Session #4 Wednesday, August 24 8:00-11:00: "New Amazing, Incredible Teaching Skills!" by Denny McLoughlin.
Key topics of the session include Why All Rules Need to be Positive, Teaching Students to Listen the First Time, How to Correctly Teach "Intrinsic Responsibility and Motivation," Solving "I don't like to do this," Three Ways Students Need to Show Respect, What to Do When Students are Disrespectful, Cutting Your Paperwork by 80%, Instantly Neutralizing a "Student Raging," and more.

(30) Session #5 Wednesday, August 24 12:00-3:00: "Practicing and Mastery of Your New Skills" by Denny McLoughlin.
Key topics of the session include Practicing and Mastery of Your New Skills (leave being able to do 15-25 things you wouldn't do on Tuesday), and more.

(30) Session #6 Thursday, August 25 8:00-11:00, 12:00-3:00, 4:00-7:00: "First Aid/CPR" by Cynthia Thorsen
This Red Cross First Aid/CPR/AED Adult and Pediatric course helps participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. Upon successful completion of this course, you will receive a digital certificate for Adult and Pediatric First Aid/CPR/AED, which is valid for two years. This is a blended learning course which includes off-site, online simulation learning that must be completed prior to attending the three-hour scheduled in-person skill session.

Evergreen Professional Learning during the School Year (Wednesday Early Releases)

Instructional and Assessment Strategies
High Expectations
Teacher Commentary

Evergreen PIR during School PIR

Content Integrations by Eliza Sorte-Thomas

- Session 1: ***Movement Focus:*** Thursday, 9/29
- Session 2: ***Art Focus:*** Thursday, 11/3
- Session 3: ***Life Skills Focus:*** Thursday, 12/1
- Session 4: ***Reconnect:*** Thursday, 1/19

Use of personal or vacation leave during the first five teacher contracted days, on a mandatory PIR day, or during the last twenty pupil instruction days of the year may be granted only at the Superintendent's sole discretion and on a case-by-case basis. If a staff member is absent during one of the nine district-assigned PIR days, appropriate leave time will be deducted from that staff member, and that missed PIR time may not be made up at a different time.

Evergreen School District PIR and Professional Learning 2022-2023			
Date	**Type**	**Time**	**Topic**
Monday, August 22	Optional PIR	8:00-11:00 12:00-3:00	Crisis Prevention Institute (CPI) Training
Tuesday, August 23	Optional PIR	8:00-11:00 12:00-3:00	Denny McLoughlin: Care and Nurturing of the Evergreen Educator Denny McLoughlin: Grow Trust with Students. Influence without the Push Back.
Wednesday, August 24	Optional PIR	8:00-11:00 12:00-3:00	Denny McLoughlin: New Amazing, Incredible Teaching Skills! Denny McLoughlin: Practicing and Mastery of Your New Skills
Thursday, August 25	Optional PIR	8:00-11:00 12:00-3:00	First Aid/CPR
Thursday, August 25	PL	8:00-3:45	New Teacher Orientation (required)
Friday, August 26	PL	8:00-3:45	New Teacher Orientation (required)
Monday, August 29	PIR	8:00-11:00 12:00-3:00	Staff Orientation/Preparation
Tuesday, August 30	PIR	8:00-11:00 12:00-3:00	Staff Orientation/Preparation
Ongoing Instructional Coaching	PL		High Expectations and Effective Teacher Commentary
Second Wednesdays Early Release	PL	2:15-3:45	High Expectations and Effective Teacher Commentary
Six After School Meetings September - April	Optional PIR	3:45-5:15	Districtwide Professional Learning Book Study (12 hours of PIR Credit)
Wednesday, September 14	½ PL	1:00-3:45	½ Day Attendance for Students Staff Safety Training
Monday, October 3	PIR	8:00-3:45	No School for Students - Semester Planning Day High Expectations and Effective Teacher Commentary
Thursday, October 20 Friday, October 21	Optional PIR		No School for Students Statewide Professional Learning
Tuesday, November 1	PIR	8:00-11:00 12:00-3:00	No School for Students High Expectations and Effective Teacher Commentary
Thursday, November 10	1½ PIR	8:30-11:30 12-4; 5-7	No School for Students Parent-Teacher Conferences
Thursday, November 17	½ PIR	4:00-7:00	Full Day Student Attendance Parent-Teacher Conferences
Monday, January 16	PIR	8:00-11:00 12:00-3:00	No School for Students High Expectations and Effective Teacher Commentary
Wednesday, February 22	PIR	12:00-4:00 5:00-7:00	No School for Students Parent-Teacher Conferences
Tuesday, February 14 East Wednesday, February 15 Junior High Thursday, February 16 Crossroads	PL	8:00-3:45	Full Day Student Attendance SLT Staff Strategic Planning Process for Continuous Improvement/Cognia
Monday, March 6	PIR	8:00-3:45	No School for Students - Semester Planning Day High Expectations and Effective Teacher Commentary
Tuesday, May 2 East Wednesday, May 3 Junior High Thursday, May 4 Crossroads	PL	8:00-3:45	Full Day Student Attendance SLT Staff Strategic Planning Process for Continuous Improvement/Cognia
Friday, June 9	½ PL	1:00-3:45	½ Day Attendance for Students Teacher Check-Out

Evergreen School District
Professional Learning Overviews 2018-2023

2018-2019 Professional Learning Overview	2019-2020 Professional Learning Overview
2020-2021 Professional Learning Overview	2021-2022 Professional Learning Overview

Professional Learning Overview 2022-2023

Date	Topics	Presentations
September	• **High Expectations**: Growth Mindset • **Effective Teacher Commentary**: What Are We Saying?	All Staff
October	• **High Expectations**: Classroom Management • **Effective Teacher Commentary**: Reinforce and Support	All Staff
November	• **High Expectations**: Engagement and Motivation • **Effective Teacher Commentary**: Standards-Based, Actionable, Posting Student Work	All Staff
December	• **High Expectations**: Planning and Prepping • **Effective Teacher Commentary**: Tangible and Transparent	All Staff
January	• **High Expectations**: Goal Setting • **Effective Teacher Commentary**: Goal Referenced	All Staff
February	• **High Expectations**: Providing Examples, Modeling • **Effective Teacher Commentary**: User-Friendly	All Staff
March	• **High Expectations**: Reflect on the Amount of Support • **Effective Teacher Commentary**: Timely	All Staff
April	• **High Expectations**: Redos and Retakes • **Effective Teacher Commentary**: Ongoing	All Staff
May	• **High Expectations**: Review • **Effective Teacher Commentary**: Review	All Staff

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Professional Learning Book Study 2022-2023

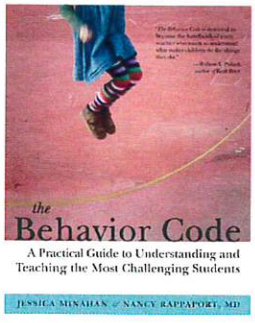
Each Session will be worth two hours of PIR
(½ hour of reading time and 1½ hours of meeting time per session)
You must attend at least two sessions to earn any PIR

The Behavior Code:A Practical Guide to Understanding and Teaching the Most Challenging Students
by Jessica Minahan and Nancy Rappaport, MD

DATES	Topics
Tuesday, September 27	Introduction: The Behavior Code Chapter 1. "Breaking the Code"
Tuesday, October 25	Chapter 2. "The FAIR Plan" Chapter 3. "Get Away from Me!"
Tuesday, January 24	Chapter 4. "You're Not the Boss of Me!" Chapter 5. "I Don't Care"
Tuesday, February 21	Chapter 6. "I Didn't Mean To..." Chapter 7. Commonly Asked Questions
Tuesday, March 21	Appendix Final Thoughts Overview Year End Wrap Up Book Study Perception Survey
Tuesday, April 25	Nationally-recognized presenter and author, Jessica Minahan

The Behavior Code reveals a systematic approach for deciphering causes and patterns of difficult behaviors and how to match them with proven strategies for getting students back on track so they can learn effectively.

The Behavior Code provides the conceptual background for breaking the code of the four most challenging students in the classroom: students with anxiety-related, oppositional, withdrawn and sexualized behaviors. The book provides, in a user-friendly format, a different kind of behavior intervention plan — we call it the FAIR plan — that outlines effective interventions for students demonstrating these challenging behaviors.



EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Process Data
Professional Learning Log 2022-2023

Activity	Participants	Dates/Times	Location	SIP Goal
BetterLesson Design Studio	Black, Boling, Doss, Doty, Fahrney, Fraser, Kaup, Lake, Peltier, Weber	8/2-8/3/2022	Kalispell, MT	1, 2, 3
BetterLesson Coaching	Black, Boling, Doty, Fahrney, Fraser, Kaup, Lake, Peltier, Weber	8/2/2022-6/1/2023	Kalispell, MT	1, 2, 3
MT Library Media/Information Literacy Pacing Calendar	Makela, Cy. Thorsen	8/15/2022	Kalispell, MT	1, 2
August optional PIR: CPI Training	Anderson, Bowman, Cortez, Doss, Hillis, Inabnit, Keithly, Kemper, Lindsey, Lyford, McFarland, Meehan, Odegard, Perez, Thompson, Cy. Thorsen, Weaver, Zika	8/22/2022	Kalispell, MT	1, 2, 3
August Optional PIR: High Trust: Dennis McGloughlin	Aiken, D. Anderson, K. Anderson, Bailey, A. Barnett, B. Barnett, Barron, Black, Boling, Campbell, Corbett, Cortez, Crofts, Dalla Betta, Darner, DeNio, Doss, Doty, Fraser, Goldberg, Hardman, Hillis, Hingiss, Huerta, Inabnit, Starkey, Jordan, Kaup, Keithly, Kemper, Kron, Lake, Lindsey, Lyford, Makela, McFarland, McHugh, Meehan, Mitchell, Morris, Noullet, Odegard, Perez, Pitcher, Skinner, Steller, Thompson, C. Thorsen, Cy. Thorsen, Weaver, Wright, Zika	8/23-8/24/2022	Kalispell, MT	1, 2, 3
August Optional PIR: First Aid/CPR	K. Anderson, B. Barnett, Beston, Bowman, Cortez, DeNio, DeShaw, Doty, Gronley, Hackley, Hardman, Hillis, Inabnit, Kemper, Lyford, Makela, McAchran, Odegard, Thompson, Weber	8/25/2022	Kalispell, MT	2, 3
Staff Orientation	All Certified and CLassified Staff	8/29-8/30/2022	Kalispell, MT	1, 2, 3
District Book Study: The Behavior Code	K. Anderson, Arentz, A. Barnett, Barron, Barton, Black, Breding, K. Campbell, Coorough, Dorcheus, Doss, England, Fraser, Hackley, Hardman, Hillis, Huerta, Inabnit, Jordan, McAchran, McHugh, Odegard, Skinner, Solak, Starkey, Thompson, Thorsen, Cy. Thorsen	9/27/2022-4/25/2023	Kalispell, MT	1, 2. 3
Rural Music Teacher Association Fall Meeting	Weber	9/27/2022	Kalispell, MT	1, 2

Eliza Thomas: Content Integration-Movement	Campbell, DeShaw, Goldberg, Hillis, McAchran, Zika	9/29/2022	Kalispell, MT	1, 2, 3
PIR Day: District Semester Planning Day	All Certified	10/3/2022	Kalispell, MT	1, 2, 3
Restorative Practice Conference	Anderson, Cortez	10/6/22-10/7/22	Helena, MT	1, 2, 3
District PIR Day	All Certified and Classified Staff	11/1/2022	Kalispell, MT	1, 2, 3
Eliza Thomas: Content Integration-Art	Gronley, Inabnit, Perez, Doss, Skinner, Campbell, Breeding, Hillis	11/3/2022	Kalispell, MT	1, 2, 3
Area Counselor Meeting	Cortez	11/4/2022	Kalispell, MT	2, 3
Eliza Thomas: Content Integration-Life Skills	Arentz, Breeding, Campbell, DeShaw, Doss, Doty, Fraser, Gronley, Hillis, Inabnit, Mitchell, Thompson, Cy. Thorsen	12/1/2022	Kalispell, MT	1, 2, 3
Sonday System Training	Fraser, Igitol	12/16/2023, 12/21/2023	Remote from Kalispell	
Rural Music Teacher Association Winter Meeting	Weber	1/03/2023	Kalispell, MT	1, 2
District PIR Day	All Certified and Classified Staff	1/16/2022	Kalispell, MT	1, 2, 3
Eliza Thomas: Content Integration-Review and Implementation	Doss, Campbell, Arentz, DeShaw, Fraser, Hillis, Breding, Mitchell	1/19/2023	Kalispell, MT	1, 2, 3
Principal's Conference	Anderson, Odegard, Hardman	1/22/23-1/24/23	Helena, MT	1 ,2, 3
SLT East Evergreen Planning Day	Barnett, Beston, Black, Campbell, DeShaw, Doss, Fraser, Kaup, Kron, Mitchell, Odegard	2/14/23	Evergreen	2, 3
DLT Junior High Planning Day	Corbett, Doty, Doss, Jordan, Cy. Thorsen, Cortez, Thompson, Inabnit, Boling, Probert, Anderson	2/15/23	Evergreen	1, 2, 3
DLT Crossroads Planning Day	Barton, Hackley, Hardman, Pitcher, Quay, Weaver	2/16/23	Evergreen	1,2,3
Montana Council for Exceptional Children Conference	Hardman	2/22/23-2/24/23	Billings, MT	1,2,3
Council for Exceptional Children Conference	Hardman	3/1/23-3/3/23	Louisville, KY	1,2,3
PIR Day: District Semester Planning Day	All Certified	3/6/2023	Kalispell, MT	1, 2, 3
Area Principal Conference	Cortez	3/17/23	Kalispell, MT	2, 3
Tamarack Grief Institute	Hackley	4/13/23-4/14/23	Missoula, MT	3
CPI Renewal training	Barnett, A,	4/19/23 - 4/20/23	Bozeman, MT	2, 3
CPI Training	Barnett, A., Barnett, B., Buck, Carmichael, Jalowiec, McAchran, Q	4/26/2023	Evergreen	1, 2, 3
SLT East Evergreen Planning Day	Barnett, Beston, Black, DeShaw, Doss, Kaup, Kron, Mitchell, Odegard	5/2/23	Evergreen	2, 3
DLT Junior High Planning Day	Corbett, Doty, Doss, Jordan, Cy. Thorsen, Cortez, Thompson, Inabnit, Boling, Probert, Anderson	5/3/23	Evergreen	2, 3
DLT Crossroads Planning Day	Barton, Hackley, Hardman, Pitcher, Quay, Weaver	5/4/23	Evergreen	1,2,3
Florida Literacy Coalition Conference	Fraser, Kaup	5/9/23 - 5/12/23	Daytona, FL	1,2

Evergreen School District
Daily Agenda Postings Expectations and Examples

Daily Agenda Board Postings offer many benefits to students' learning, including helping students know what to expect, transitions, classroom management, student anxiety, and students clearly knowing what they are learning and what they should know and be able to do as a result of that learning.

Daily Agenda Postings should:

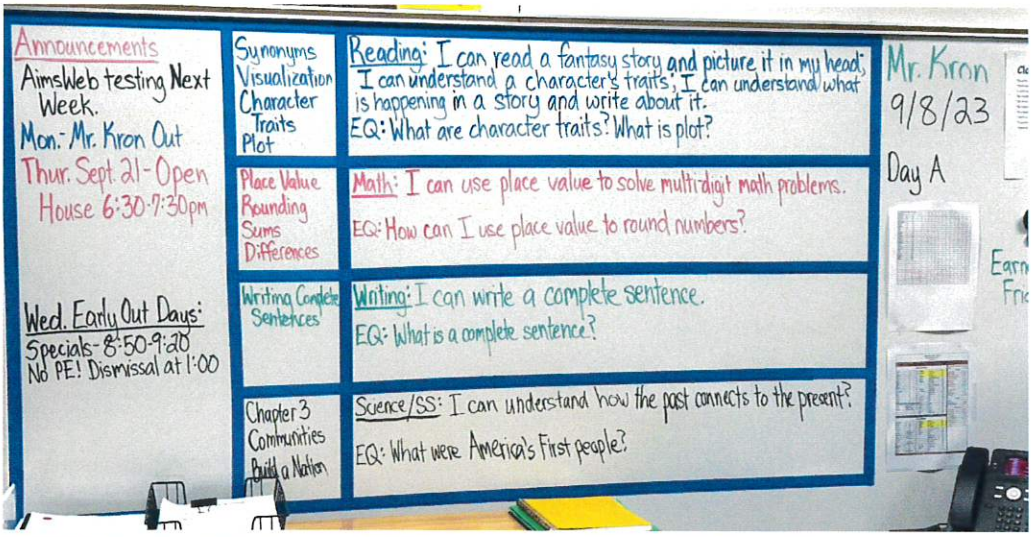
- Be based on the day's current lesson.
- Be displayed in an area that is very easy for all students to see the entire lesson/period.
- Be large enough for students to read easily.
- Use standards-based language that is grade-level appropriate.
- Include the following five required components:
  - Date
  - Standard
  - Essential Question (connected to standard)
  - Agenda (connected to standard)
  - Upcoming (connected to standard)

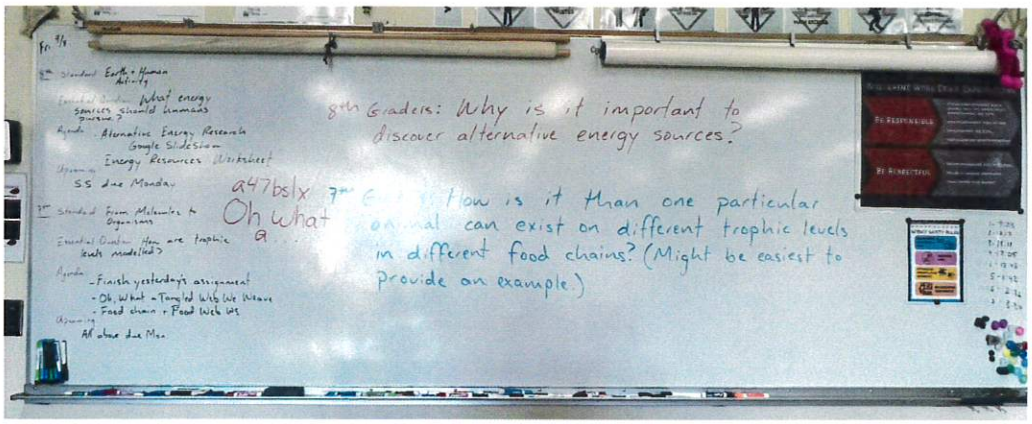
Daily Agenda Exemplars

Agenda for a 2nd Grade Math Class	
Date	Tuesday, May 4, 2021
Standard	I can count within 1,000 and skip-count by 5s, 10s, and 100s.
Essential Question	How do you count by 10s to 200?
Daily Agenda	1. Complete Bell Ringer activity 2. Review Counting by 5s 3. Counting by 10s activity 4. Answer Essential Question
Upcoming	1. TEST on Counting by 5s, 10s, and 100s on **Friday, May 7** 2. Field Day on **Friday, May 14**

Agenda for a 6th Grade Science Class	
Date	Tuesday, May 4, 2021
Standard	I know how to collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
Essential Question	What causes sudden changes in weather?
Daily Agenda	1. Complete Bell Ringer activity 2. Review and discuss temperature, pressure, humidity, precipitation, and wind 3. Air Masses Diagram 4. Prep for Condensation Lab 5. Answer Essential Question
Upcoming	1. Condensation Lab on **Wednesday, May 5** 2. Quiz on Air Masses on **Friday, May 7** 3. Weather and Climate Test on **Tuesday, May 11**

Agenda for a 2nd Grade Class		
Tuesday, May 4, 2021		Upcoming Field Day on Friday, May 14
Math: I can count within 1,000 and skip-count by 5s, 10s, and 100s. EQ: How do you count by 10s to 200?	1. Complete Bell Ringer activity 2. Review Counting by 5s 3. Counting by 10s Activity 4. Answer Essential Question	Test on Counting by 5s, 10s, and 100s on Friday, May 7
ELA: I can identify the main topic of a multi-paragraph text. EQ: How can identifying the main topic of a text support your comprehension?	1. Complete Bell Ringer activity 2. Informational Text Comprehension WS #2 3. Reading Centers Activity Day 2 4. Answer Essential Question	Informational Text Quiz on Wednesday, May 5
Science: I can identify how different plants and animals compare and contrast the diversity of life in different habitats. EQ: How do plants and animals depend on their habitats for survival?	1. Read Book, A Desert Habitat 2. Desert Vocabulary 3. Write-Different Animals from Desert Habitat 4. Answer Essential Question with Desert Habitat	Compare/Contrast Two Habitats Due Monday, May 10
Social Studies: I can use components of a map to identify physical features. EQ: How do components of a map help you identify physical features?	1. Complete Notice and Wonder Map Activity 2. Identify and Name 6 Physical Features 3. Create Picture Cards and Define Each Physical Feature 4. Answer Essential Question	Physical Features Assessment Thursday, May 6



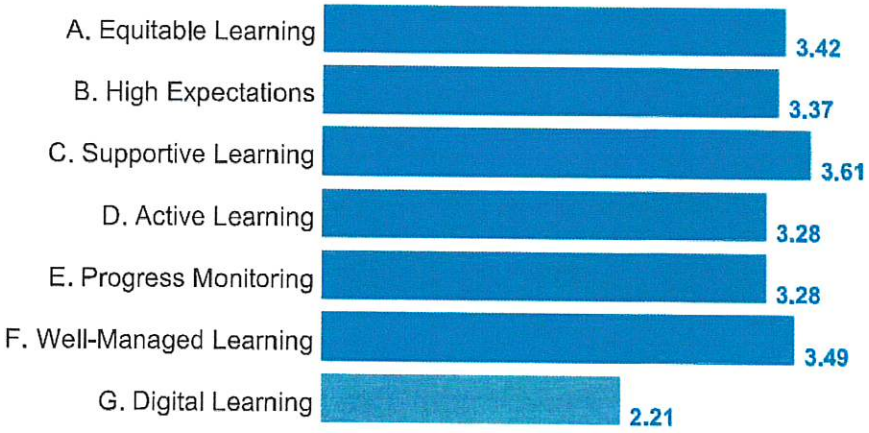


Evergreen School District
Evergreen School District 2022-2023

Report Filters

Grade:
Subject:
Segment:
Instructor:
Observer:
From Date: 2022-08-31T00:00:00-04:00
To Date: 2023-06-02T23:59:59-04:00
Eleot® versions: 2.0, 1.0
Observation Type: eleot®

227 Completed Observation(s), Average Score: 3.28
Reporting on 3 institution(s)



A. Equitable Learning — 3.42

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.33
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	3.67
3. Learners are treated in a fair, clear and consistent manner	3.69
4. Learners demonstrate and/or have opportunities to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	3.00

B. High Expectations — 3.37

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.33
2. Learners engage in activities and learning that are challenging but attainable	3.56
3. Learners demonstrate and/or are able to describe high quality work	3.23
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.54
5. Learners take responsibility for and are self-directed in their learning	3.20

C. Supportive Learning — 3.61

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.55

2. Learners take risks in learning (without fear of negative feedback)	3.55
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.68
4. Learners demonstrate a congenial and supportive relationship with their teacher	3.68
D. Active Learning	**3.28**
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.38
2. Learners make connections from content to real-life experiences	3.19
3. Learners are actively engaged in the learning activities	3.51
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.04
E. Progress Monitoring	**3.28**
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	3.24
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.54
3. Learners demonstrate and/or verbalize understanding of the lesson/content	3.42
4. Learners understand and/or are able to explain how their work is assessed	2.93
F. Well-Managed Learning	**3.49**
1. Learners speak and interact respectfully with teacher(s) and each other	3.63
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.49
3. Learners transition smoothly and efficiently from one activity to another	3.47
4. Learners use class time purposefully with minimal wasted time or disruptions	3.36
G. Digital Learning	**2.21**
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.68
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.15
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.79

Appendix

Reporting on 3 institution(s)

Evergreen School District

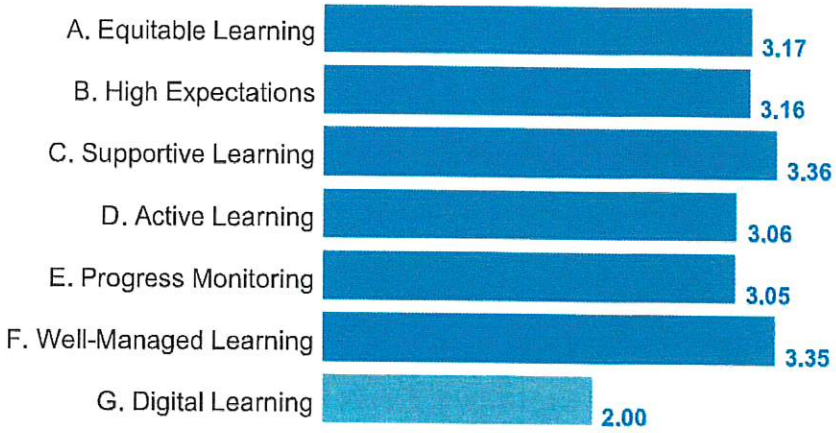
East Evergreen Elementary School
Evergreen Crossroads Program
Evergreen Junior High School

East Evergreen Elementary School
East Evergreen Elementary 2022-2023

Report Filters

Grade:
Subject:
Segment:
Instructor:
Observer:
From Date: 2022-08-31T00:00:00-04:00
To Date: 2023-06-02T23:59:59-04:00
Eleot® versions: 2.0, 1.0
Observation Type: eleot®

107 Completed Observation(s), Average Score: 3.06
Reporting on 1 institution(s)



A. Equitable Learning — 3.17

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.27
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	3.42
3. Learners are treated in a fair, clear and consistent manner	3.44
4. Learners demonstrate and/or have opportunities to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.54

B. High Expectations — 3.16

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.96
2. Learners engage in activities and learning that are challenging but attainable	3.31
3. Learners demonstrate and/or are able to describe high quality work	3.00
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.32
5. Learners take responsibility for and are self-directed in their learning	3.22

C. Supportive Learning — 3.36

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.28

2. Learners take risks in learning (without fear of negative feedback)	3.32
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.44
4. Learners demonstrate a congenial and supportive relationship with their teacher	3.41
D. Active Learning	**3.06**
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.18
2. Learners make connections from content to real-life experiences	2.83
3. Learners are actively engaged in the learning activities	3.35
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.90
E. Progress Monitoring	**3.05**
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.93
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.27
3. Learners demonstrate and/or verbalize understanding of the lesson/content	3.22
4. Learners understand and/or are able to explain how their work is assessed	2.79
F. Well-Managed Learning	**3.35**
1. Learners speak and interact respectfully with teacher(s) and each other	3.43
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.38
3. Learners transition smoothly and efficiently from one activity to another	3.36
4. Learners use class time purposefully with minimal wasted time or disruptions	3.23
G. Digital Learning	**2.00**
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.58
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.91
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.52

Appendix

Reporting on 1 institution(s)

Evergreen School District

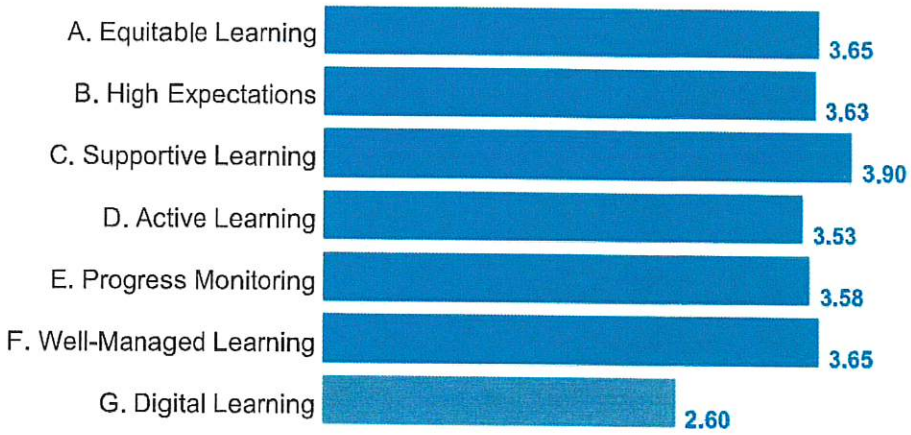
East Evergreen Elementary School

Evergreen Junior High School
Evergreen Junior High 2022-2023

Report Filters

Grade:
Subject:
Segment:
Instructor:
Observer:
From Date: 2022-08-31T00:00:00-04:00
To Date: 2023-06-02T23:59:59-04:00
Eleot® versions: 2.0, 1.0
Observation Type: eleot®

86 Completed Observation(s), Average Score: 3.54
Reporting on 1 institution(s)



A. Equitable Learning — 3.65

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.37
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	4.00
3. Learners are treated in a fair, clear and consistent manner	3.93
4. Learners demonstrate and/or have opportunities to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	3.29

B. High Expectations — 3.63

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.73
2. Learners engage in activities and learning that are challenging but attainable	3.91
3. Learners demonstrate and/or are able to describe high quality work	3.48
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.90
5. Learners take responsibility for and are self-directed in their learning	3.15

C. Supportive Learning — 3.90

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.86

2. Learners take risks in learning (without fear of negative feedback)	3.83
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.95
4. Learners demonstrate a congenial and supportive relationship with their teacher	3.95
D. Active Learning	**3.53**
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.60
2. Learners make connections from content to real-life experiences	3.58
3. Learners are actively engaged in the learning activities	3.67
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.27
E. Progress Monitoring	**3.58**
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	3.69
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.97
3. Learners demonstrate and/or verbalize understanding of the lesson/content	3.66
4. Learners understand and/or are able to explain how their work is assessed	3.00
F. Well-Managed Learning	**3.65**
1. Learners speak and interact respectfully with teacher(s) and each other	3.86
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.60
3. Learners transition smoothly and efficiently from one activity to another	3.57
4. Learners use class time purposefully with minimal wasted time or disruptions	3.57
G. Digital Learning	**2.60**
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.92
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.59
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	2.29

Appendix

Reporting on 1 institution(s)

Evergreen School District

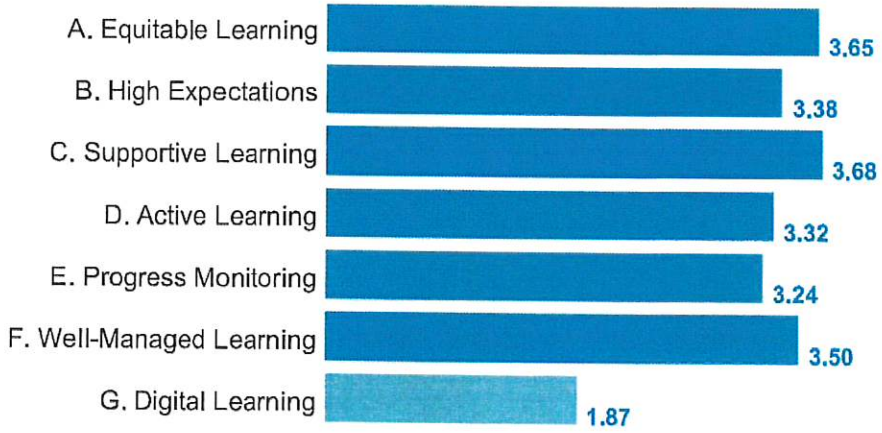
Evergreen Junior High School

Evergreen Crossroads Program
Evergreen Crossroads Program 2022-2023

Report Filters

Grade:
Subject:
Segment:
Instructor:
Observer:
From Date: 2022-08-31T00:00:00-04:00
To Date: 2023-06-02T23:59:59-04:00
Eleot® versions: 2.0, 1.0
Observation Type: eleot®

34 Completed Observation(s), Average Score: 3.29
Reporting on 1 institution(s)



A. Equitable Learning — 3.65

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.38
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	3.65
3. Learners are treated in a fair, clear and consistent manner	3.88
4. Learners demonstrate and/or have opportunities to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	3.68

B. High Expectations — 3.38

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.47
2. Learners engage in activities and learning that are challenging but attainable	3.50
3. Learners demonstrate and/or are able to describe high quality work	3.35
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.32
5. Learners take responsibility for and are self-directed in their learning	3.26

C. Supportive Learning — 3.68

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.59

2. Learners take risks in learning (without fear of negative feedback)	3.56
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.76
4. Learners demonstrate a congenial and supportive relationship with their teacher	3.82
D. Active Learning	**3.32**
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.44
2. Learners make connections from content to real-life experiences	3.35
3. Learners are actively engaged in the learning activities	3.59
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.88
E. Progress Monitoring	**3.24**
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	3.09
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.32
3. Learners demonstrate and/or verbalize understanding of the lesson/content	3.41
4. Learners understand and/or are able to explain how their work is assessed	3.15
F. Well-Managed Learning	**3.50**
1. Learners speak and interact respectfully with teacher(s) and each other	3.68
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.53
3. Learners transition smoothly and efficiently from one activity to another	3.56
4. Learners use class time purposefully with minimal wasted time or disruptions	3.24
G. Digital Learning	**1.87**
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.41
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.82
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.38

Appendix

Reporting on 1 institution(s)

Evergreen School District

Evergreen Crossroads Program

Evergreen School District
Transformational and Personalized Learning Overview
2022-2023

Overview of Process

1. **Implemented Plan for Coaching for All (in year five)**
    a. 2016-2017 (3 administrators)
    b. 2017-2018 (4 administrators and 4 teachers)
    c. 2018-2019 (4 administrators and 11 teachers)
    d. 2019-2020 (4 administrators and 6 teachers)
    e. 2020-2021 with Transformational Learning Grant (11 teachers, 1 instructional coach)
    f. 2021-2022 with Transformational Learning Grant (10 teachers, 1 instructional coach)
    g. 2022-2023 with Transformational Learning Grant (9 teachers)
2. **Implemented Five Year Professional Learning Plan (in year three)**
    a. 2018-2019
    Instruction: Differentiation
    Assessment: Using Formative Assessment to Adjust Instruction
    b. 2019-2020
    Instruction: Effective Lesson Planning
    Assessment: Diagnostic Assessments
    c. 2020-2021
    Instruction: Grouping Strategies
    Assessment: Summative Assessments
    d. 2021-2022
    Instruction: Higher Order Thinking Skills
    Assessment: Balanced Assessments
    e. 2022-2023
    Instruction: High Expectations
    Assessment: Effective Teacher Commentary
3. **Implemented District-wide Instructional Coach (in year three)**
    a. Mentor and Coach Teachers
    b. Provide New Teacher Support
    c. Lead Professional Development
    d. Support Curriculum, Instruction, and Assessment
4. **Implementing Transformational Personalized Learning Plan (in year two)**
    a. Measurable Objectives for Transformational Learning Grant (2019-2023)
        i. District-wide Support for Ongoing, Sustainable Professional Learning for Personalized Learning
            1. Yearly Professional Learning Focus (58 Teachers)
                a. Early Release Once per Month
                b. Semester Planning Days
                c. Reflecting on Climate and Culture to Personalize and Transform Learning
            2. Yearly Design Studio and Coaching (voluntary teachers each year)
        ii. School-wide Support for Personalized School Learning Environments
        iii. Teacher Support for Personalized Classroom Learning Environments
            1. Teachers Participating in District-wide Design Studio and Coaching (voluntary)
            2. All Teachers (58)

Evergreen School District
Transformational and Personalized Learning

The Evergreen School District in Kalispell, Montana serves approximately 700 students in grades preschool through 8th grade. Our district is comprised of three schools: East Evergreen Elementary School - serving preschool through 4th grade students, Evergreen Junior High School - serving 5th grade through 8th grade students, and Crossroads - serving kindergarten through 8th grade students. We employee 70 certified staff members and 64 classified staff members.

As the third largest K-8 district in the state and one of the largest unincorporated communities in Montana, we are working to meet the individual needs of each student so that he or she is prepared for success in high school and beyond. Due to the high number of students in our district who qualify for free lunch (97% at the elementary school and 81% at the junior high school), 100% of our students are offered free breakfast and free lunch each day through the federal Community Eligibility Provision program.

Over the last several years, we have witnessed a strong need for more personalized learning opportunities for students, particularly as our density of needs continues to increase. During this time, our student population has decreased by approximately 8% while our students identified as eligible for special education services has increased by approximately 3.5% during that same time period. Now more than ever, using the same approach for all students is simply not effective; we must personalize learning for each student if we are going to improve outcomes for these students. As more students come to us with individualized education plans, either formally with an IEP or more informally based on their individual needs, we have found that we must transform our overall instruction and assessment plan in order to better meet those specific student needs. By focusing on intentional and targeted professional learning for teachers, we know that we can transform our instruction and assessment practices to truly personalize learning for each student.

The ultimate goal of our district is to affect student learning and achievement by supporting teachers with instruction and assessment. Through our district's five year improvement plan, we have identified 10 specific areas relating to instruction and assessment as our focus for the next five years. Each area relating to instruction and assessment was chosen based on our district's overall need for common language and expectations around instruction and assessment as well as increased student achievement. As common language and expectations are put in place in our district, we also identified a need for staff members to participate in professional learning and common collaborative planning time as well as to have support in their own content areas to build knowledge, capacity, and individualized plans to better support their students.

Student learning and achievement is affected by our long range plan through personalized learning taking place in each classroom. Staff members have been tasked with reflecting on their own instruction by creating differentiated lessons through multiple strategies and creating effective daily lesson plans that target specific learning strategies in order to increase individual student participation and achievement.

Through consistent and ongoing support of teachers, our goal is that teachers will be better prepared and supported to then truly personalize learning for students. As we focus on ensuring teachers have the necessary knowledge and skills to effectively differentiate and carefully lesson plan for that differentiation, for example, we ensure that students receive a transformational and personalized learning experience. Using their skills honed through professional learning and collaboration, teachers are more effectively implementing personalized learning opportunities through flexible seating, student choice and voice, and effective opportunities for pre-teaching, re-teaching, and re-doing in order to ensure that students learn content standards and are able to apply that knowledge (and not simply have exposure to standards). Further, by providing students with connection and extension classes based on their very specific individual needs identified through our Multi-Tiered Systems of Support (MTSS) while also allowing fluid, flexible grouping for students to move in and out of classes based on need (and not simply time on task), we are taking steps to truly personalize the learning experience for each student. As we improve personalized learning experiences for students, we are also seeing improvements in students' and teachers' relationships with each other, students' relationships with peers, and teachers' relationships with families, as we continue to build and support a culture and community that values and supports an individual learning path for each student.

Our district has also transitioned special education students into inclusive co-teach classrooms and worked to ensure students' perceptions and suggestions are an active part of our continuous improvement process. Approximately 91% of students with disabilities spend approximately 80% or more of each day in general education; 99% of students with disabilities spend more than 40% of each day in general education; and 100% of students with disabilities have opportunities to be with their typically developing peers each day (Unified Special Olympics Team, shared recesses and specials classes, classroom buddy reading, accompanying the co-teacher for shared lessons). Our growth in reading/English/language arts and math is surpassing the growth of the state, we are above the state in math achievement, and we are closing the achievement gap for vulnerable populations.

Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

PROFILE
Student Achievement Data

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Student Achievement Data

ESSA Report Card

EVERGREEN SCHOOL DISTRICT OVERALL 2021-2022

	% Prof/Adv Reading	% Showing Progress Reading	% Prof/Adv Math	% Showing Progress Math	% Prof/Adv Science	% with at least 95% attendance
East Evergreen Elementary	41.0%	56.0%	42.0%	53.0%	N/A	31.0%
Evergreen Junior High	44.0%	50.0%	27.0%	59.0%	33.0%	19.0%
Evergreen School District	42.0%	51.0%	32.0%	58.0%	33.0%	26.0%
State of Montana	46.0%	50.0%	35.0%	51.0%	36.0%	30.0%
District to State +/-	-4.0%	1.0%	-3.0%	7.0%	-3.0%	-4.0%

EVERGREEN SCHOOL DISTRICT OVERALL 2020-2021

	% Prof/Adv Reading	% Showing Progress Reading	% Prof/Adv Math	% Showing Progress Math	% Prof/Adv Science	% with at least 95% attendance
East Evergreen Elementary	35.0%		27.0%			48.0%
Evergreen Junior High	43.0%		27.0%			32.0%
Evergreen School District	41.0%		27.0%			40.0%
State of Montana	46.0%		34.0%			47.0%
District to State +/-	-5.0%	0.0%	-7.0%	0.0%	0.0%	-7.0%

EVERGREEN SCHOOL DISTRICT OVERALL 2019-2020

	% Prof/Adv Reading	% Showing Progress Reading	% Prof/Adv Math	% Showing Progress Math	% Prof/Adv Science	% with at least 95% attendance
East Evergreen Elementary						64.0%
Evergreen Junior High						58.0%
Evergreen School District						61.0%
State of Montana						60.0%
District to State +/-	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%

EVERGREEN SCHOOL DISTRICT OVERALL 2018-2019

	% Prof/Adv Reading	% Showing Progress Reading	% Prof/Adv Math	% Showing Progress Math	% Prof/Adv Science	% with at least 95% attendance
East Evergreen Elementary	46.0%	53.0%	46.0%	45.0%	67.0%	33.0%
Evergreen Junior High	47.0%	51.0%	42.0%	63.0%	73.0%	35.0%
Evergreen School District	47.0%	52.0%	43.0%	60.0%	70.0%	34.0%
State of Montana	50.0%	50.0%	41.0%	50.0%	61.0%	44.0%
District to State +/-	-3.0%	2.0%	2.0%	10.0%	9.0%	-10.0%

EVERGREEN SCHOOL DISTRICT OVERALL 2017-2018

	% Prof/Adv Reading	% Showing Progress Reading	% Prof/Adv Math	% Showing Progress Math	% Prof/Adv Science	% with at least 95% attendance
East Evergreen Elementary	39.0%	52.0%	37.0%	51.0%	64.0%	32.0%
Evergreen Junior High	49.0%	56.0%	39.0%	69.0%	73.0%	37.0%
Evergreen School District	46.0%	55.0%	39.0%	65.0%	68.0%	34.0%
State of Montana	50.0%	50.0%	41.0%	50.0%	60.0%	47.0%
District to State +/-	-4.0%	5.0%	-2.0%	15.0%	8.0%	-13.0%

*2019-2020 data not available due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

2021-22 District Report Card

Evergreen Elem

18 West Evergreen Drive
Kalispell, MT 59901

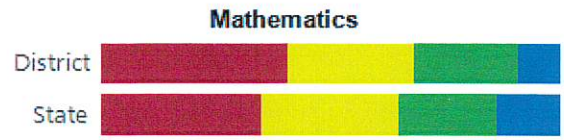
Grades Served:	K - 8
Student Enrollment:	702
Per Pupil Expenditures:	$14,149.86

Montana Accountability System	Schools Within District
As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.	Click below for detailed information about each school • East Evergreen School • Evergreen Junior High

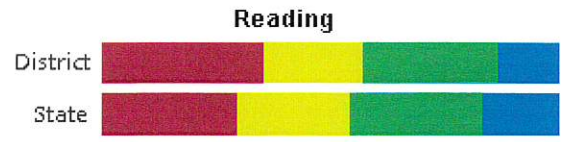
Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details) or the data was either not available or could not be reported. For more information about why data may not be available or reported, visit the Report Card Information page.

Click here for more detail about Accountability

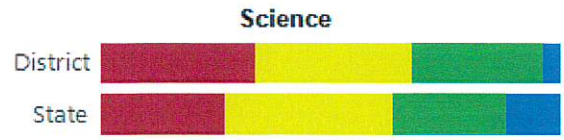
Student Achievement Scores



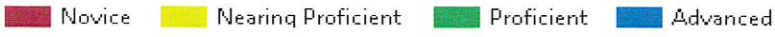
	Novice	Nearing Proficient	Proficient	Advanced
District	40%	28%	23%	9%
State	35%	30%	21%	14%



	Novice	Nearing Proficient	Proficient	Advanced
District	36%	22%	29%	13%
State	30%	24%	29%	17%



	Novice	Nearing Proficient	Proficient	Advanced
District	34%	34%	29%	4%
State	27%	37%	24%	12%

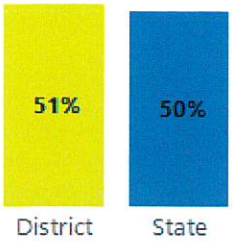


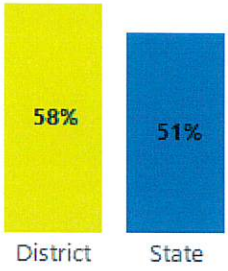
Click here for more detail about Student Achievement

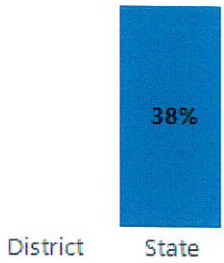
Student Achievement Progress Scores

% of students showing progress in Reading	% of students showing progress in Mathematics	% of English Learners showing progress toward English proficiency

Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy and Security Details).







Graduation Rate

	4-Year Cohort

Postsecondary Enrollment

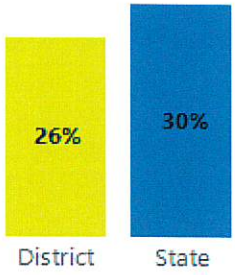
	Montana University System (MUS)
	Percent of High School Graduates Enrolled in MUS

English Learners

# English Learners	*
# Assessed	*
% Achieved Proficiency	*
% Students Showing Progress on the EL Assessment	*

School Attendance

% of students with at least 95% attendance for the entire school year



Click for more information on Attendance

Educator Qualifications

Click here for details on Educator Qualifications (inexperienced educators, emergency provisional licenses, educators working out of field)

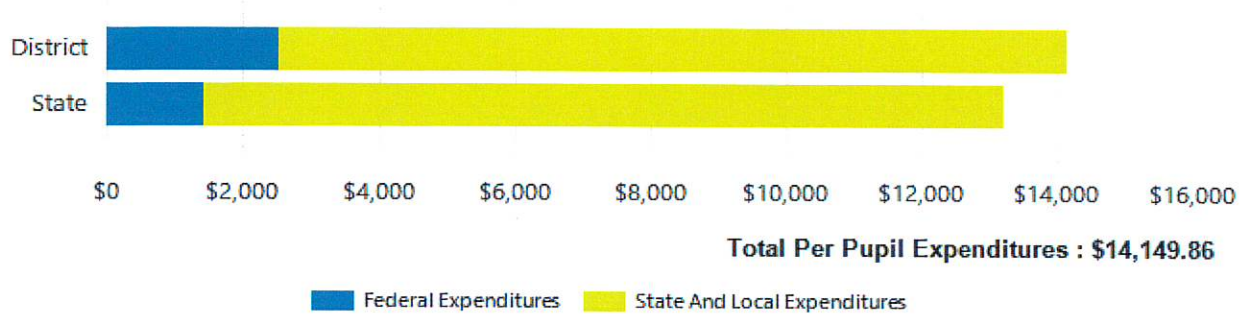
School Quality, Climate, and Safety

Click here for details on Montana Civil Rights Data Collection

School Finance

Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy and Security Details).

Per Pupil Expenditures for Evergreen Elem



Click here for more details on Per Pupil Expenditures

ESSER I, II, and III Allocations

Total Allocations	**$4,925,855**

For more infomation about ESSER Finance data, view the dashboard on the OPI GEMS website.

Due to rounding, percentages on each page may not add up to 100%.
An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy and Security Details).

2021-22 School Report Card

East Evergreen School

585 E. Evergreen
Kalispell, MT 59901

Grades Served:	PK-4
Student Enrollment:	377
Per Pupil Expenditures:	$12,724.23

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

Click here for more detail about Accountability

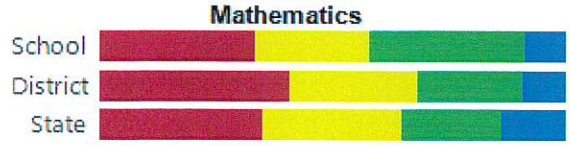
School Accountability Designation

Universal Support

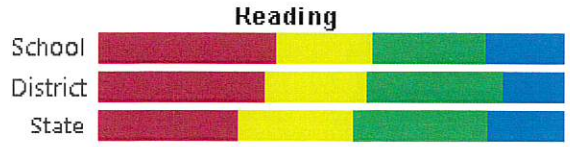
Report Card Definitions & Methodology

Due to rounding, percentages on each page may not add up to 100%. An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details) or the data was either not available or could not be reported. For more information about

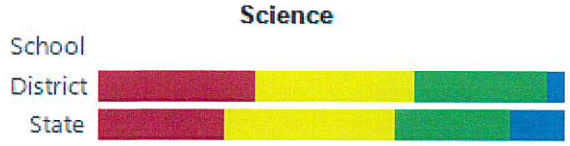
Student Achievement Scores



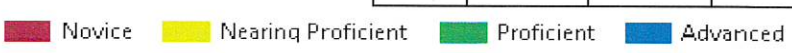
	Novice	Nearing Proficient	Proficient	Advanced
School	33%	25%	33%	9%
District	40%	28%	23%	9%
State	35%	30%	21%	14%



	Novice	Nearing Proficient	Proficient	Advanced
School	38%	21%	24%	17%
District	36%	22%	29%	13%
State	30%	24%	29%	17%



	Novice	Nearing Proficient	Proficient	Advanced
School	*	*	*	*
District	34%	34%	29%	4%
State	27%	37%	24%	12%



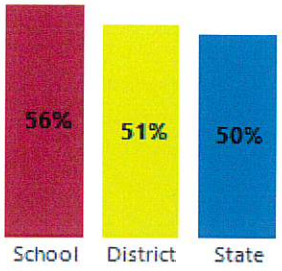
Click here for more detail about Student Achievement

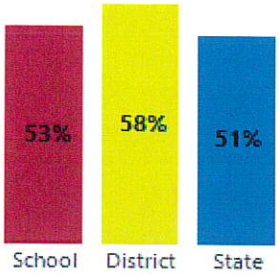
Student Achievement Progress Scores

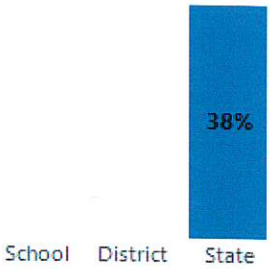
% of students showing progress in Reading	% of students showing progress in Mathematics	% of English Learners showing progress toward English proficiency

Due to rounding, percentages on each page may not add up to 100%.

An asterisk (*) indicates this number has been suppressed for student privacy and security reasons (Privacy & Security Details).







Graduation Rate

	4-Year Cohort

Postsecondary Enrollment

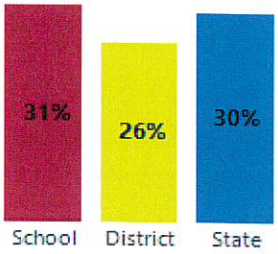
	Montana University System (MUS)
	Percent of High School Graduates Enrolled in MUS Schools

English Learners

# English Learners	*
# Assessed	*
% Achieved Proficiency	*
% Students Showing Progress on the EL Assessment	*

School Attendance

% of students with at least 95% attendance for the entire school year



Click for more information on Attendance

Educator Qualifications

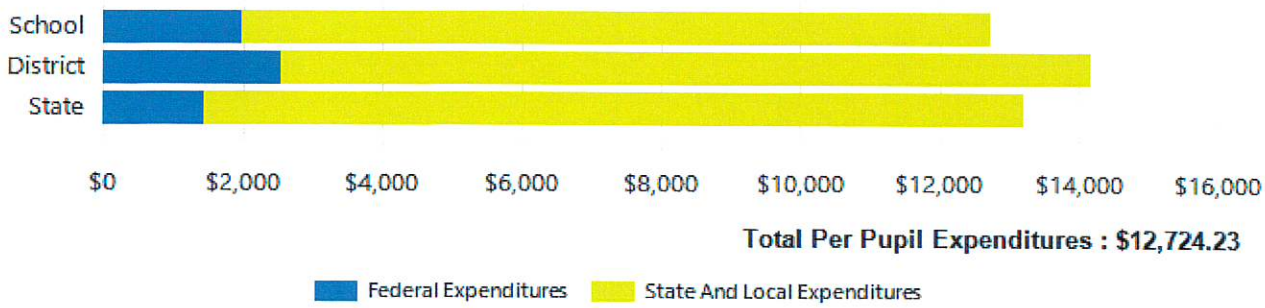
Click here for details on Educator Qualifications (inexperienced educators, emergency provisional licenses, educators working out of field)

School Quality, Climate, and Safety

Click here for details on Montana Civil Rights Data Collection

School Finance

Per Pupil Expenditures for East Evergreen School



Due to rounding, percentages on each page may not add up to 100%.
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2021-22 School Report Card

Evergreen Junior High

20 West Evergreen Drive
Kalispell, MT 59901

Grades Served:	5-8
Student Enrollment:	325
Per Pupil Expenditures:	$15,803.58

Montana Accountability System

As required under the Every Student Succeeds Act (ESSA), Montana developed an accountability system to meaningfully differentiate schools by the support needed.

Schools are identified as one of the following:

- Comprehensive Support & Improvement (CSI) Schools
- Targeted Support & Improvement (TSI) Schools
- Universal Support Schools

Click here for more detail about Accountability

School Accountability Designation

Universal Support

Report Card Definitions & Methodology

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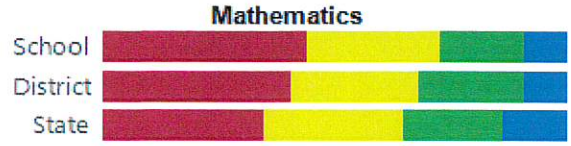
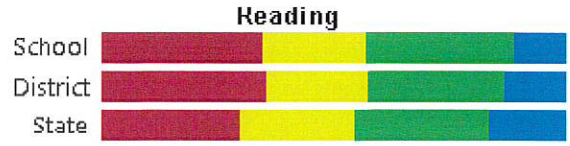
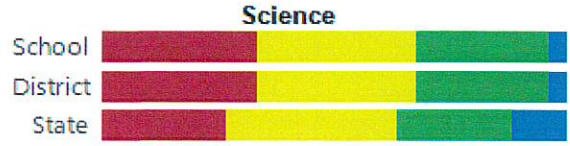
Student Achievement Scores



	Novice	Nearing Proficient	Proficient	Advanced
School	44%	29%	18%	9%
District	40%	28%	23%	9%
State	35%	30%	21%	14%



	Novice	Nearing Proficient	Proficient	Advanced
School	35%	22%	32%	12%
District	36%	22%	29%	13%
State	30%	24%	29%	17%



	Novice	Nearing Proficient	Proficient	Advanced
School	34%	34%	29%	4%
District	34%	34%	29%	4%
State	27%	37%	24%	12%

Click here for more detail about Student Achievement

Student Achievement Progress Scores

% of students showing progress in Reading	% of students showing progress in Mathematics	% of English Learners showing progress toward English proficiency

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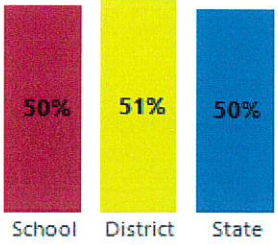
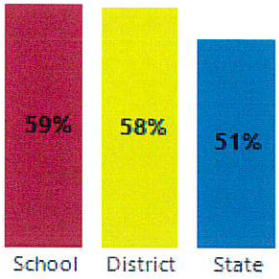
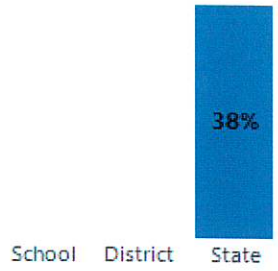






Graduation Rate

	4-Year Cohort

Postsecondary Enrollment

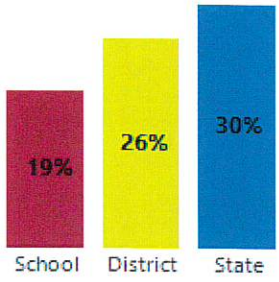
	Montana University System (MUS)
	Percent of High School Graduates Enrolled in MUS Schools

English Learners

# English Learners	*
# Assessed	*
% Achieved Proficiency	*
% Students Showing Progress on the EL Assessment	*

School Attendance

% of students with at least 95% attendance for the entire school year



Click for more information on Attendance

Educator Qualifications

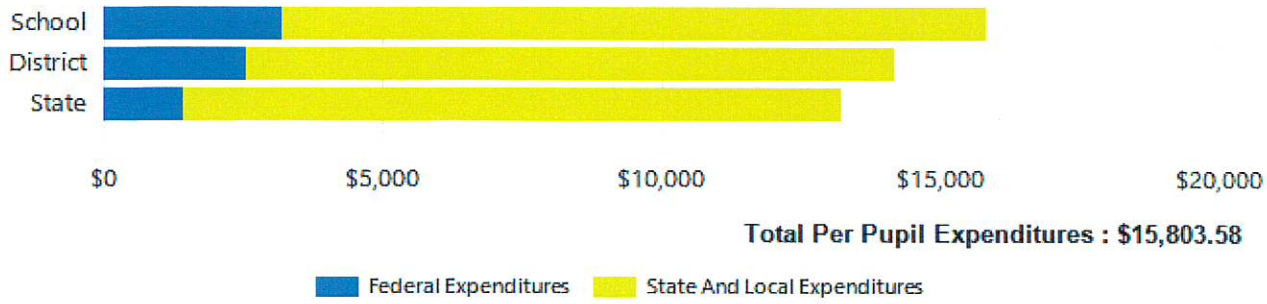
Click here for details on Educator Qualifications (inexperienced educators, emergency provisional licenses, educators working out of field)

School Quality, Climate, and Safety

Click here for details on Montana Civil Rights Data Collection

School Finance

Per Pupil Expenditures for Evergreen Junior High



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EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Student Achievement Data
2022-2023 College, Career, and Citizen Ready Summary

East Evergreen Elementary School				
College Ready				
	Reading/ELA	Mathematics	Science	Social Studies
Course Proficiency Rate	42.4%	44.3%	71.0%	63.0%
aimswebPlus Assessment Proficiency	46.5%	54.4%	N/A	N/A
Smarter Balanced/MSA Proficiency	41.4%	42.1%	N/A	N/A
Career Ready				
90% Attendance	70.7%			
Co-Curricular Activities Participation	36.7%			
Community Service	0%			
Citizen Ready				
Overall Work Ethic	49.6%			
Self Directed Learner	50.0%			
Respects the Rights of Others	57.1%			
Follows Classroom and School Rules	51.7%			

Evergreen Junior High School				
College Ready				
	Reading/ELA	Mathematics	Science	Social Studies
Course Proficiency Rate	25.0%	26.8%	27.6%	30.2%
aimswebPlus Assessment Proficiency	64.6%	69.6%	N/A	N/A
Smarter Balanced/MSA Proficiency	37.9%	31.4%	34%	N/A
Career Ready				
90% Attendance	68.0%			
Co-Curricular Activities Participation	66.0%			
Community Service	3.0%			
Citizen Ready				
Responsibility	47%			
Citizenship/Teamwork				
Quality of Work				

Flathead Crossroads Program				
College Ready				
	Reading/ELA	Mathematics	Science	Social Studies
Course Proficiency Rate	15.6%	26.7%	28.6%	31.1%
aimswebPlus Assessment Proficiency	22.7%	35.6%	N/A	N/A
Smarter Balanced/MSA Proficiency	15.0%	22.5%	35.7%	N/A
Career Ready				
90% Attendance	91.1%			
Co-Curricular Activities Participation	17.8%			
Community Service	100%			
Citizen Ready				
Responsibility	91.1%			
Citizenship/Teamwork				
Quality of Work				

Spring 2022-2023 aimswebPlus Overview

What is aimswebPlus?
aimswebPlus is an assessment, reporting, and data management system designed to support universal screening, progress monitoring, and Response to Intervention (RTI). It provides brief, reliable, nationally normed reading and mathematics measures. aimswebPlus uses both timed curriculum-based measures (CBMs) and untimed standards-based measures to assess skills and inform instruction.

Tier Transition Report
The Tier Transition report is a comparative snapshot that tracks student progress and movement across the Fall, Winter, and Spring Benchmarks. You can use the report to evaluate how well students are achieving performance targets in reference to end-of-year performance targets. It can be used to determine if instructional programs are effective.

Instructional tiers are a key component of the Multi-Tiered Systems of Support (MTSS). Tiers communicate the instructional intensity that a student needs in order to be successful in a particular academic domain. MTSS typically uses a three-tiered approach. Students in Tier 1 are expected to meet the end of year target by participating in high quality, research based core instruction. Students in Tier 2 may need small-group instruction and additional practice on core content to meet the end of year target. Students in Tier 3 need intensive intervention to build skills and deepen their understanding of learning standards taught in the core instructional program.

The Student Details portion of the report illustrates the students' level of risk for not meeting the district's spring target as well as their possible need for intervention.

* 65th %ile Spring Target

Tier	Color	Represents
1		Low risk students
2		Moderate risk students
3		High risk students

Multi-Tiered System of Support and Identifying Academic Concerns
The Tier Transition Report is one of many reports available after the completion of a benchmark assessment. By looking at multiple reports, we are able to begin to analyze the effects of core instruction and interventions for grade levels, individual classes, small groups, and individual students.

Through the Multi-Tiered System of Support (MTSS) process, staff analyze data, hold Problem Solving Team meetings to discuss students' academic needs, create digital Tier 3 or watchlist MTSS folders as needed, and monitor students' progress on specific goals. It is one measure out of several that we use to triangulate data to make instructional decisions for students. We also use a longitudinal spreadsheet to show multiple years of data and to better triangulate student data to make decisions about instructional needs. Below are guidelines from our MTSS process to begin analyzing student data after administering the aimswebPlus benchmark assessments.

★ **aimswebPlus Data: 50th%ile or Below**

- Students below the 50th%ile may have skill gaps that can be addressed within core instruction, reteach, and differentiation.

★ **aimswebPlus Data: Between 25th-11th%ile:**

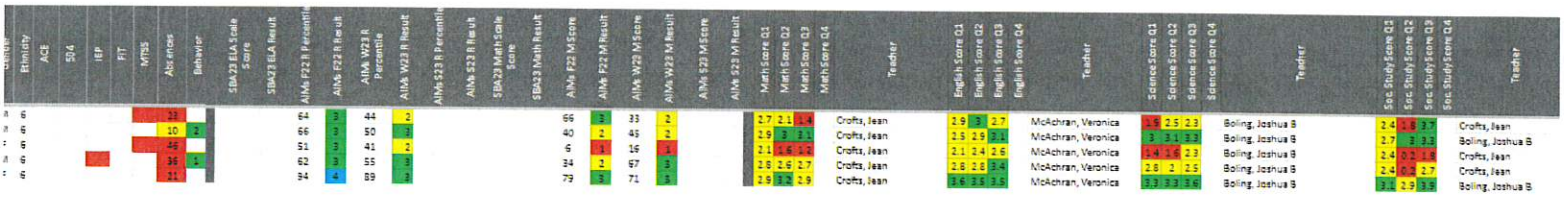
- Students at or below the 25th%tile (orange and yellow) will be looked at closely through further data triangulation. If added to the grade level watchlist, progress monitoring will take place according to schedule. Students on the watchlist may be considered for an MTSS folder. Teachers can begin to determine the intervention(s) needed by triangulating the data.

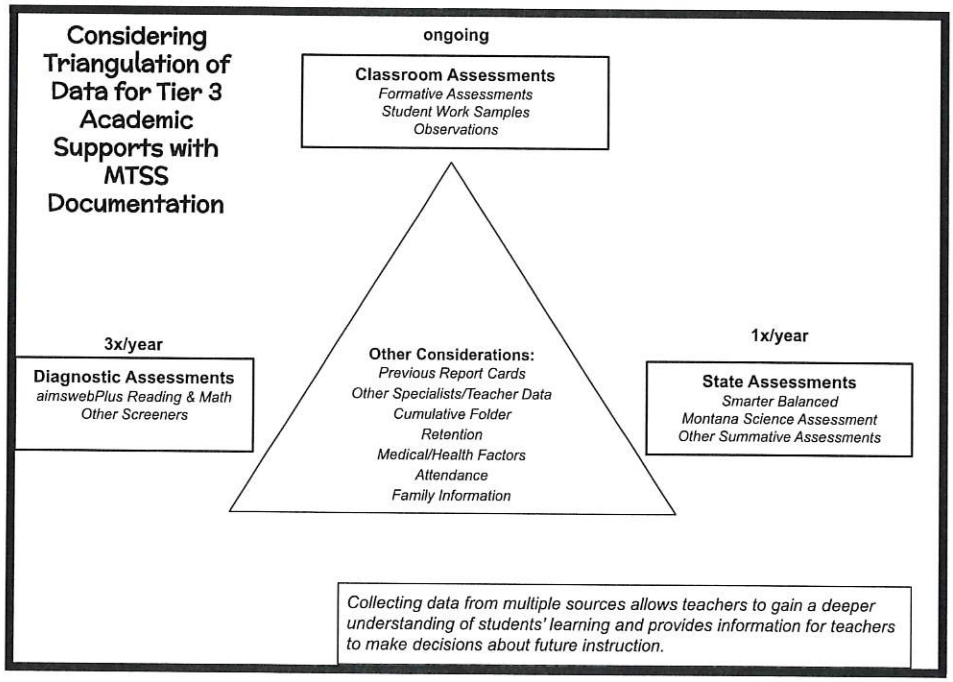
★ **aimswebPlus Data: At or Below the 10th%ile**

- Students below the 10th%ile on aimswebPlus will likely require strategic intervention and a Tier 3 folder (unless triangulation of data provides other information).

- *Students with IEP goals in specific academic concern area(s) will not require an MTSS folder (as noted above). Instead, follow IEP goals. If a student with an IEP does not have IEP goals in an academic concern area, then a folder will be created.*

Longitudinal Data Spreadsheet





As we come to the end of our district's ESSER funded Student Data Support Specialists roles, I want to recognize the work these staff members have done in the last two years. They have supported administrators, staff, students, and families with academic needs and resources. They have met with grade levels and individual teachers to be a problem solving partner for planning core instruction, analyzing data to identify individual skill needs, and planning and implementing intervention groups. They have helped our staff become more confident in data analysis and our students grow in specific skill areas. Their work is so appreciated!

Report
Group Tier Transition

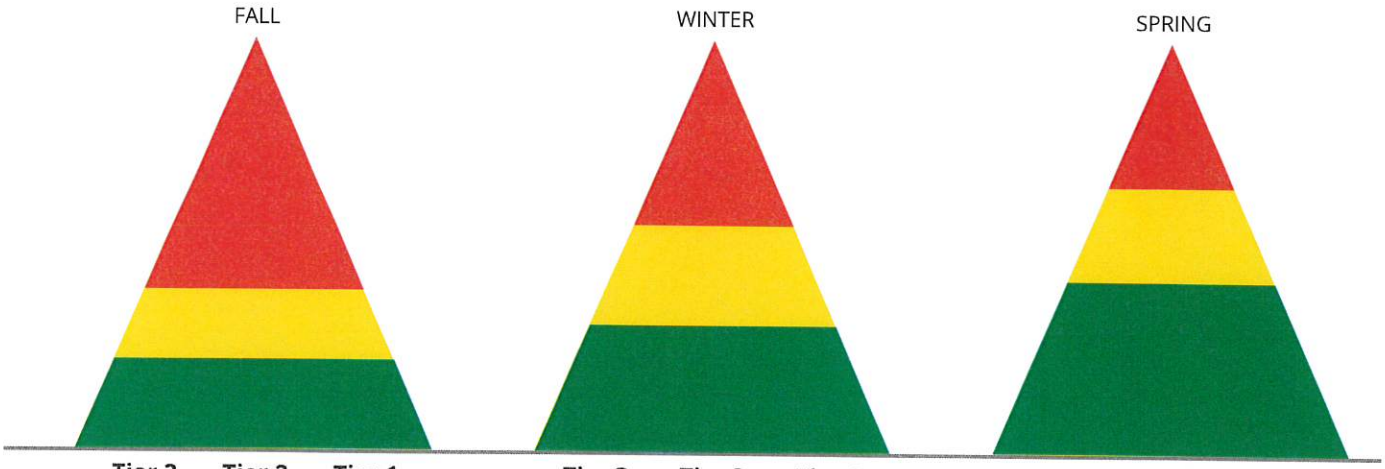
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Early Literacy | **Grade:** K | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	36 (61)	10 (17)	13 (22)	26 (45)	14 (24)	18 (31)	20 (35)	13 (23)	24 (42)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
36 (61)	23	6	4
10 (17)		3	6
13 (22)		5	8
59	23	14	18

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
26 (45)	16	6	2
14 (24)	3	4	7
18 (31)		2	15
58	19	12	24

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
36 (61)	17	6	8
10 (17)	1	2	6
13 (22)		3	10
59	18	11	24

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	2.56	54	1.48	44	1.89	50
	3.02	69	1.23	49	1.80	55
	2.17	55	0.76	47	1.63	57
	2.58	59	1.16	47	1.77	54

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Report
Group Tier Transition

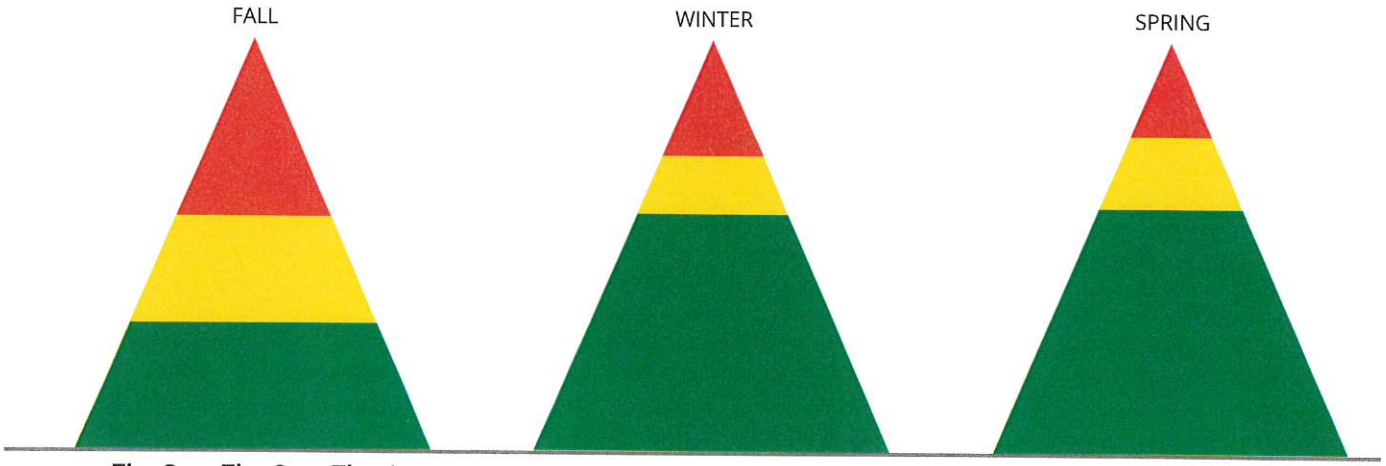
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Early Numeracy | **Grade:** K | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	25 (43)	15 (26)	18 (31)	16 (28)	8 (14)	33 (58)	13 (23)	10 (17)	34 (60)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
25 (43)	13	5	4
15 (26)		3	11
18 (31)			18
58	13	8	33

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
16 (28)	12	3	1
8 (14)		5	2
33 (58)		1	31
57	12	9	34

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
25 (43)	10	5	5
15 (26)		2	12
18 (31)		1	17
58	10	8	34

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.17	70	0.63	38	0.83	59
	0.96	70	0.58	46	0.71	60
	0.67	62	0.39	47	0.49	48
	0.93	67	0.53	44	0.68	56

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Report
Group Tier Transition

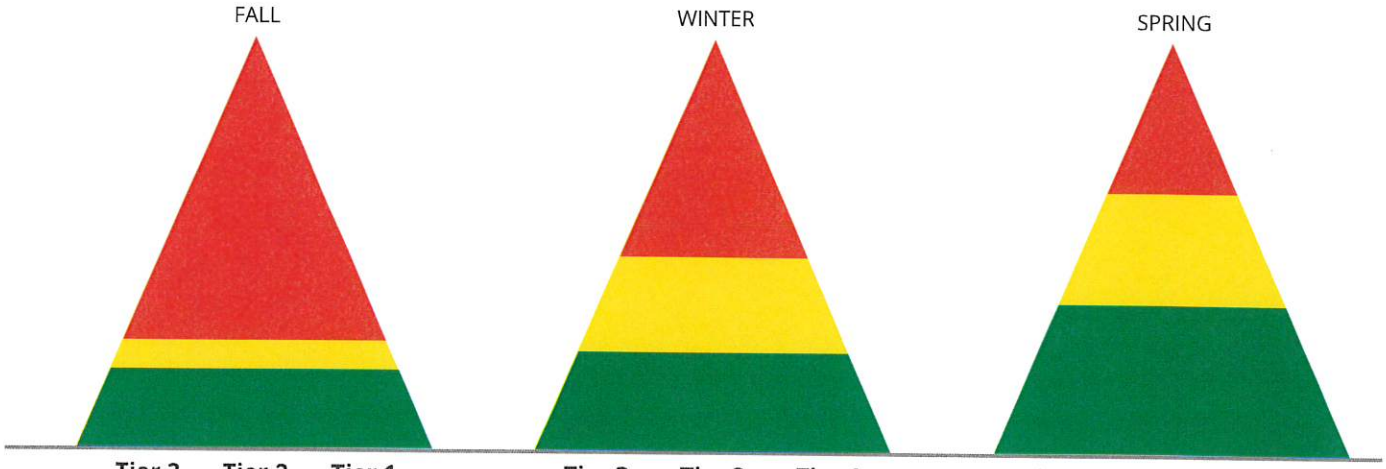
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Early Literacy | **Grade:** 1 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	53 (74)	5 (7)	14 (19)	39 (53)	17 (23)	18 (24)	27 (36)	20 (27)	27 (37)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
53 (74)	36	13	3
5 (7)		4	1
14 (19)			14
72	36	17	18

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
39 (53)	25	10	2
17 (23)		9	7
18 (24)			18
74	25	19	27

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
53 (74)	24	15	10
5 (7)		2	3
14 (19)			14
72	24	17	27

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.28	65	0.86	50	1.13	65
	1.63	53	1.22	57	1.43	57
	2.08	68	1.13	55	1.47	61
	1.66	62	1.07	54	1.34	61

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Report
Group Tier Transition

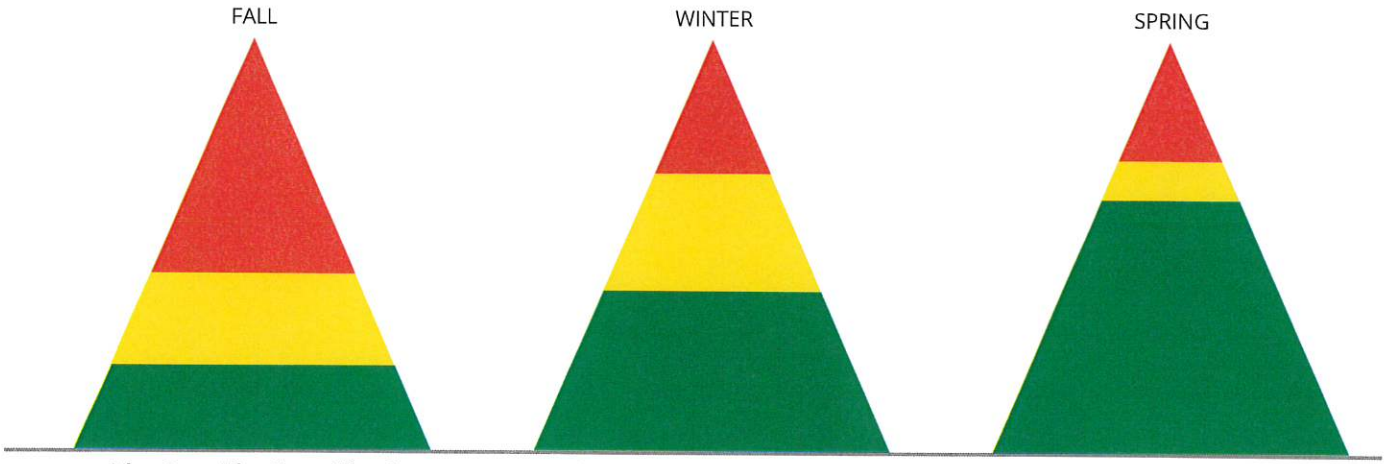
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Early Numeracy | **Grade:** 1 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	41 (57)	16 (22)	15 (21)	24 (33)	21 (28)	29 (39)	21 (29)	7 (9)	45 (62)

Transition Details

Fall to Winter Transition

Fall Tier	N (%)	Winter Tier for Fall Students		
	41 (57)	23	12	6
	16 (22)		6	10
	15 (21)		2	12
	72	23	20	28

Winter to Spring Transition

Winter Tier	N (%)	Spring Tier for Winter Students		
	24 (33)	19	3	
	21 (28)		4	15
	29 (39)			29
	74	19	7	44

Fall to Spring Transition

Fall Tier	N (%)	Spring Tier for Fall Students		
	41 (57)	18	6	14
	16 (22)		1	15
	15 (21)			13
	72	18	7	42

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.22	61	0.30	35	0.76	57
	1.04	68	0.52	70	0.74	79
	1.03	71	0.32	57	0.65	72
	1.10	67	0.38	54	0.72	69

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Report
Group Tier Transition

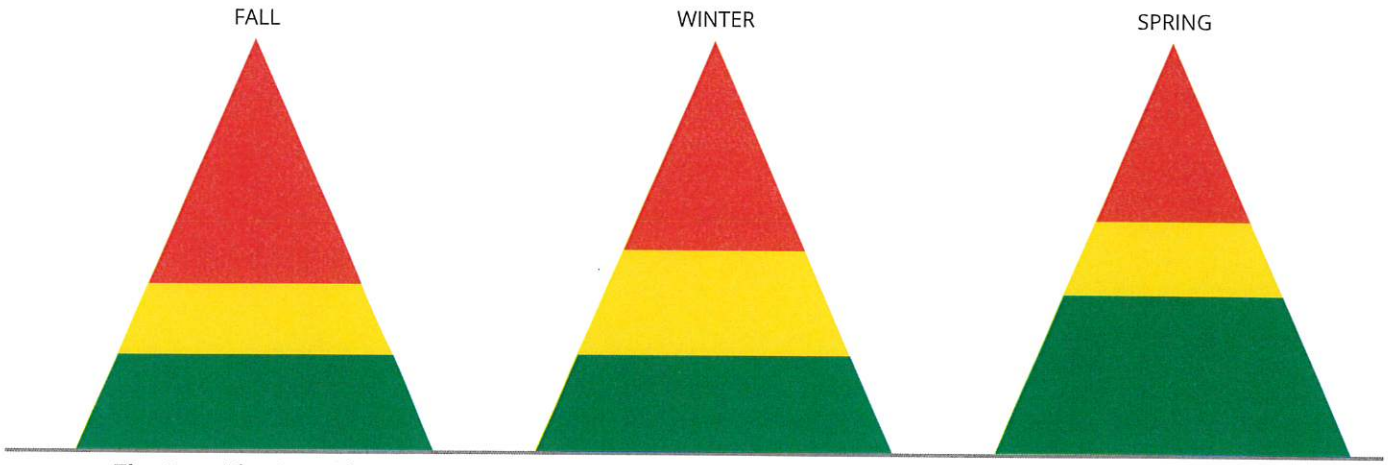
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Reading | **Grade:** 2 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	38 (59)	11 (17)	15 (24)	34 (51)	17 (25)	16 (24)	29 (43)	12 (18)	26 (39)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
38 (59)	27	6	4
11 (17)	4	6	1
15 (24)		4	11
64	31	16	16

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
34 (51)	23	5	5
17 (25)	4	5	6
16 (24)		1	14
67	27	11	25

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
38 (59)	23	6	7
11 (17)	2	3	6
15 (24)	1	1	12
64	26	10	25

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	2.37	41	2.20	53	2.01	42
	1.72	44	1.10	48	1.84	57
	1.37	46	0.73	43	1.12	41
	1.82	44	1.34	48	1.66	47

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Report
Group Tier Transition

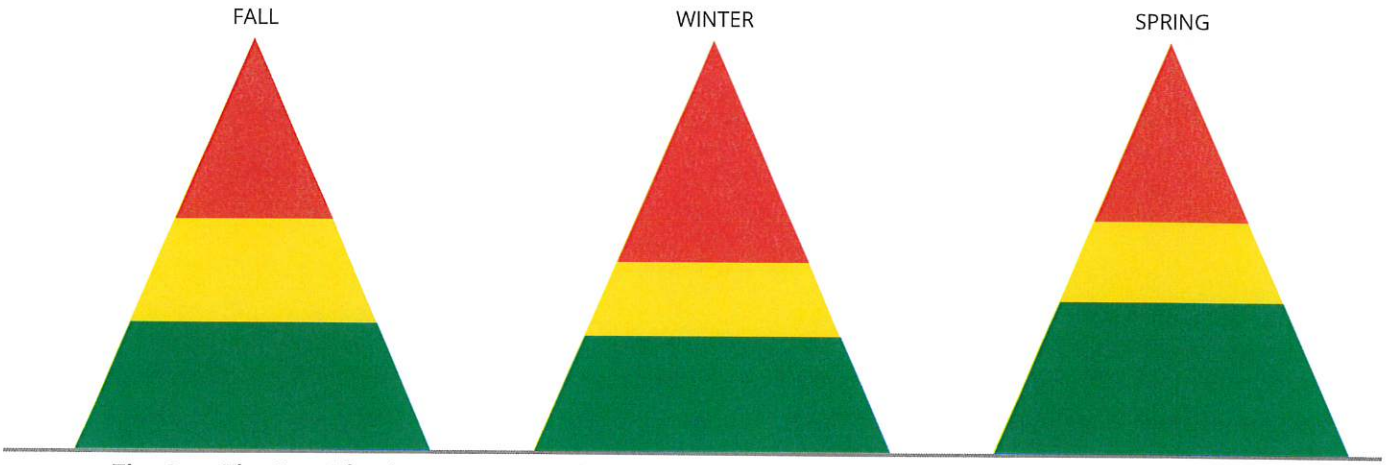
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Math | **Grade:** 2 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	28 (44)	16 (25)	20 (31)	36 (54)	12 (18)	19 (28)	29 (43)	13 (20)	25 (37)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
28 (44)	24	2	1
16 (25)	6	6	4
20 (31)	3	4	13
64	33	12	18

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
36 (54)	24	7	2
12 (18)	2	4	5
19 (28)	1	1	17
67	27	12	24

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
28 (44)	19	7	
16 (25)	5	3	7
20 (31)	2	2	16
64	26	12	23

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.29	45	0.90	44	1.01	51
	1.02	46	0.90	47	0.95	42
	0.78	44	1.22	59	1.23	60
	1.03	45	1.01	50	1.06	51

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Report
Group Tier Transition

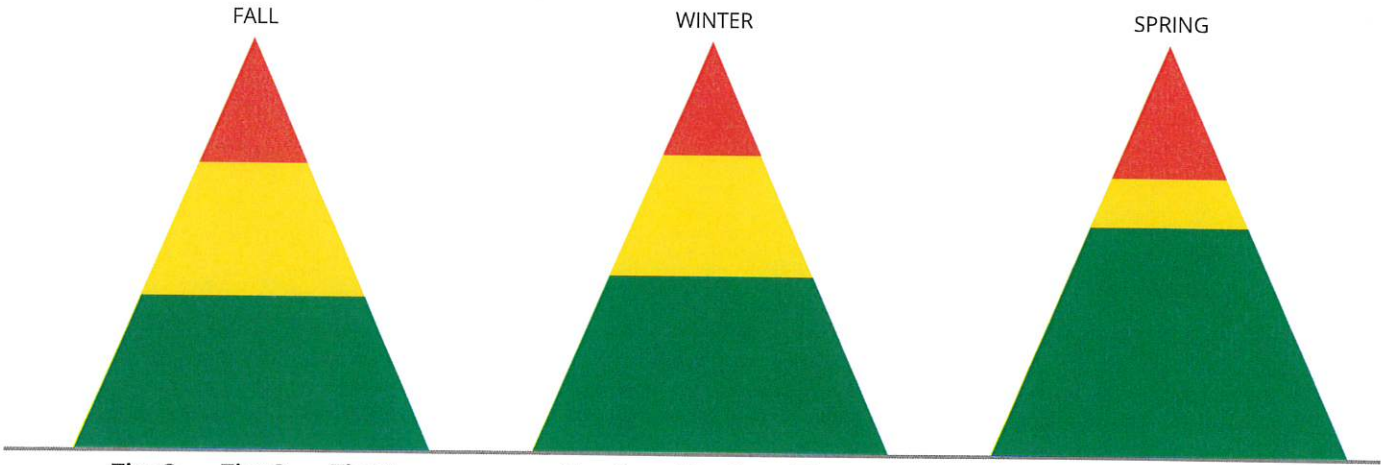
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Reading | **Grade:** 3 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	17 (30)	18 (32)	21 (38)	16 (28)	17 (29)	25 (43)	19 (32)	7 (12)	33 (56)

Transition Details

Fall to Winter Transition

Fall Tier	N (%)	Winter Tier for Fall Students		
	17 (30)	11	5	
	18 (32)	3	9	6
	21 (38)		2	19
	56	14	16	25

Winter to Spring Transition

Winter Tier	N (%)	Spring Tier for Winter Students		
	16 (28)	13	3	
	17 (29)	5	1	10
	25 (43)		3	22
	58	18	7	32

Fall to Spring Transition

Fall Tier	N (%)	Spring Tier for Fall Students		
	17 (30)	13	1	2
	18 (32)	3	4	10
	21 (38)		1	20
	56	16	6	32

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	2.83	67	0.68	36	1.43	46
	1.78	56	0.91	51	1.49	64
	1.11	51	0.67	49	0.93	50
	1.91	58	0.75	45	1.28	53

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Report
Group Tier Transition

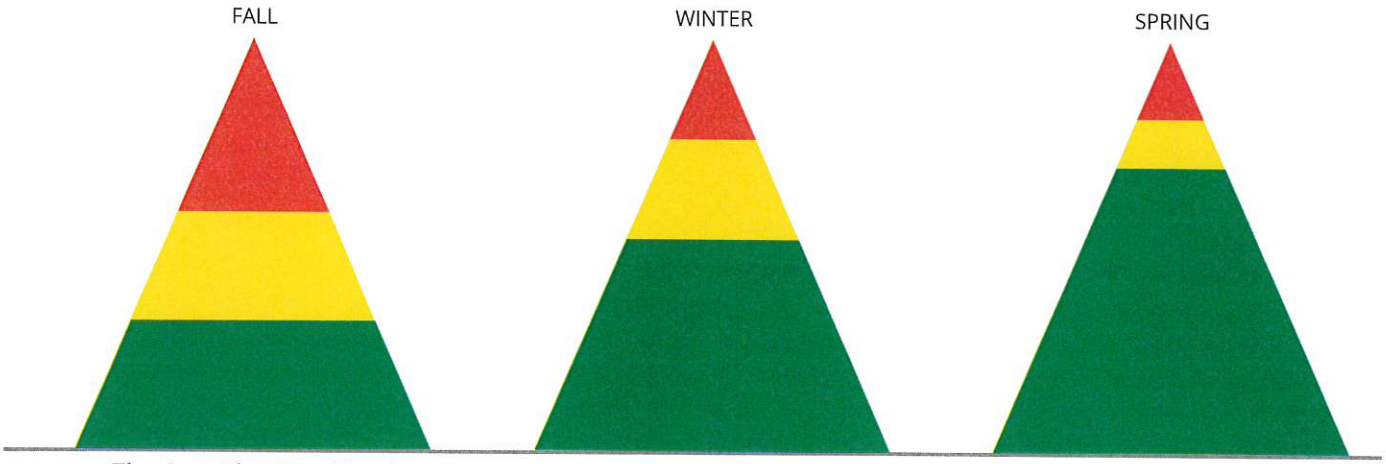
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Math | **Grade:** 3 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	24 (42)	15 (26)	18 (32)	14 (24)	14 (24)	30 (52)	11 (19)	7 (12)	41 (69)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
24 (42)	12	7	4
15 (26)	1	2	12
18 (32)		4	14
57	13	13	30

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
14 (24)	9	3	2
14 (24)	1	2	10
30 (52)		1	29
58	10	6	41

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
24 (42)	10	4	8
15 (26)		1	14
18 (32)			18
57	10	5	40

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.57	54	1.09	47	1.28	55
	2.10	74	1.87	69	1.84	81
	0.80	53	1.38	59	1.34	67
	1.49	60	1.45	58	1.49	68

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Report
Group Tier Transition

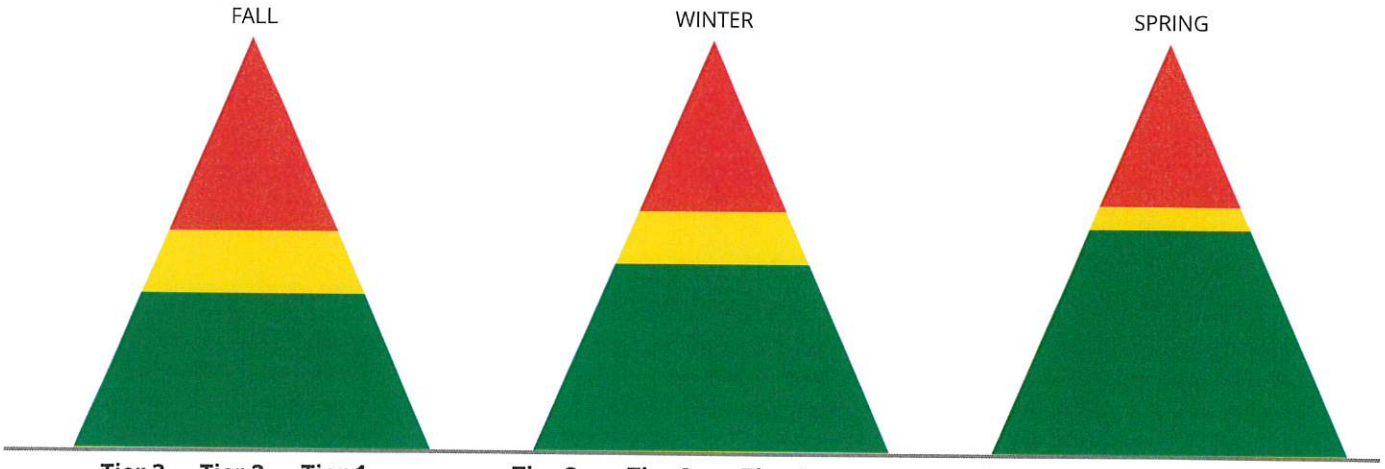
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Reading | **Grade:** 4 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	31 (47)	10 (15)	25 (38)	29 (41)	9 (13)	32 (46)	28 (39)	4 (6)	39 (55)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
31 (47)	24	4	1
10 (15)	2	2	6
25 (38)		2	23
66	26	8	30

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
29 (41)	22	3	3
9 (13)	4	1	4
32 (46)	1		31
70	27	4	38

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
31 (47)	19	4	5
10 (15)	3		7
25 (38)	1		24
66	23	4	36

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.17	42	1.35	50	1.35	61
	0.82	58	0.87	53	0.65	60
	-0.21	40	1.10	62	0.58	53
	0.59	47	1.11	55	0.86	58

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Report
Group Tier Transition

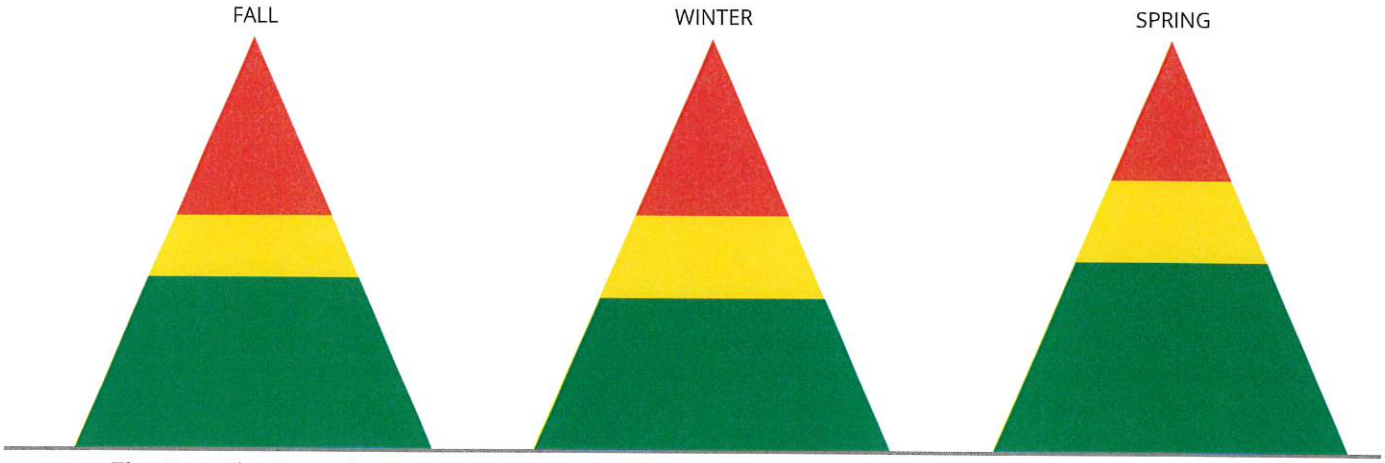
School Year
2022-2023

Roster
East Evergreen Elementary School

District: Evergreen School District | **Battery:** Math | **Grade:** 4 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	29 (43)	10 (15)	28 (42)	30 (43)	14 (20)	26 (37)	24 (34)	14 (20)	33 (46)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
29 (43)	20	6	1
10 (15)	6	3	1
28 (42)	1	4	23
67	27	13	25

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
30 (43)	21	6	2
14 (20)	2	5	7
26 (37)		3	23
70	23	14	32

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
29 (43)	16	6	4
10 (15)	5	2	3
28 (42)		5	23
67	21	13	30

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.79	36	1.11	47	0.83	43
	0.02	37	1.25	56	0.67	40
	0.71	59	1.44	61	1.11	61
	0.51	44	1.27	55	0.87	48

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Report
Group Tier Transition

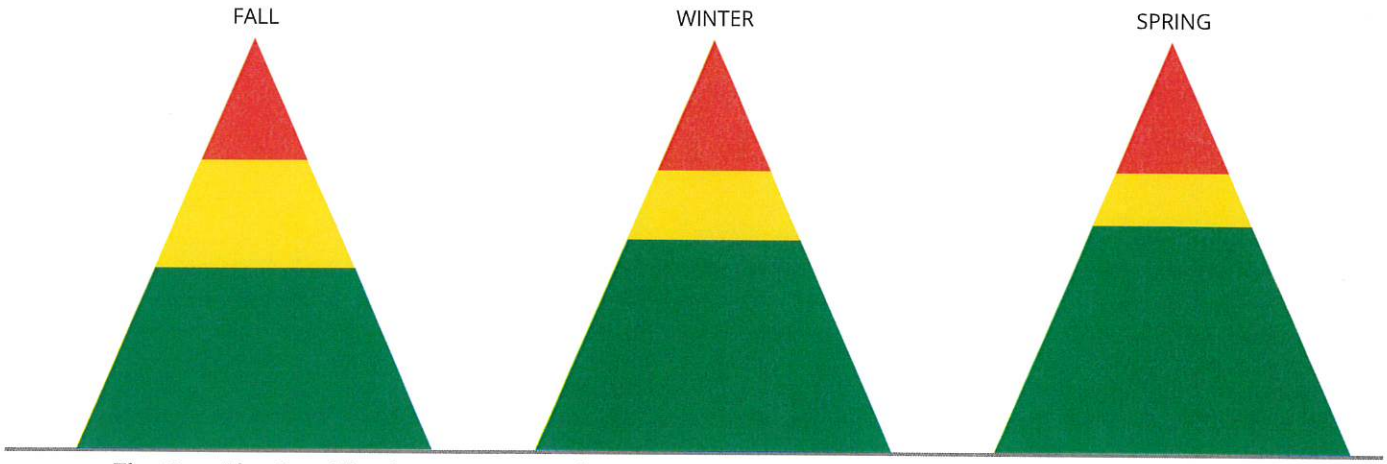
School Year
2022-2023

Roster
Evergreen Junior High School

District: Evergreen School District | **Battery:** Reading | **Grade:** 5 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	18 (30)	16 (26)	27 (44)	19 (31)	10 (17)	31 (52)	20 (32)	8 (13)	35 (55)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
18 (30)	14	2	2
16 (26)	4	5	6
27 (44)	1	3	22
61	19	10	30

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
19 (32)	15	3	1
10 (17)	3	2	4
31 (51)		1	30
60	18	6	35

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
18 (30)	13	2	2
16 (26)	3	4	8
27 (44)	2		24
61	18	6	34

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.45	52	0.72	46	1.02	52
	1.25	59	0.34	49	0.83	60
	1.09	63	0.59	60	0.94	67
	1.26	58	0.55	52	0.93	60

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Report
Group Tier Transition

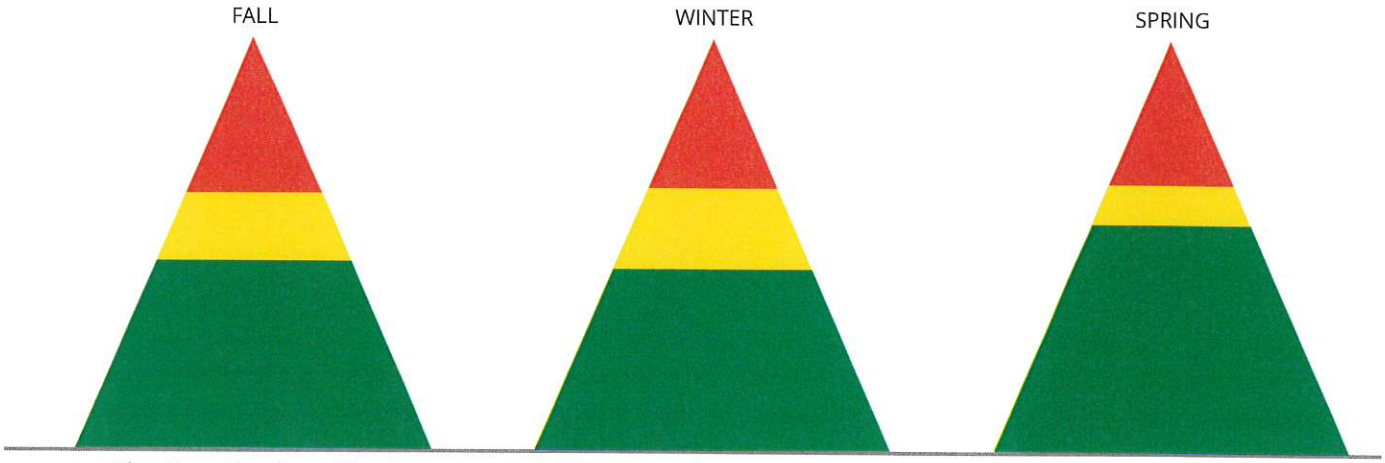
School Year
2022-2023

Roster
Evergreen Junior High School

District: Evergreen School District | **Battery:** Math | **Grade:** 5 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	23 (38)	10 (16)	28 (46)	22 (36)	12 (20)	27 (44)	22 (35)	6 (9)	35 (56)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
23 (38)	18	3	1
10 (16)	3	5	2
28 (46)		4	23
61	21	12	26

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
22 (36)	18	1	2
12 (20)	1	4	7
27 (44)	2		25
61	21	5	34

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
23 (38)	18	2	2
10 (16)	2	2	5
28 (46)		1	26
61	20	5	33

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.94	47	0.62	43	0.64	38
	0.72	48	0.72	60	0.69	57
	0.40	48	0.85	64	0.77	64
	0.69	48	0.73	56	0.70	53

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Report
Group Tier Transition

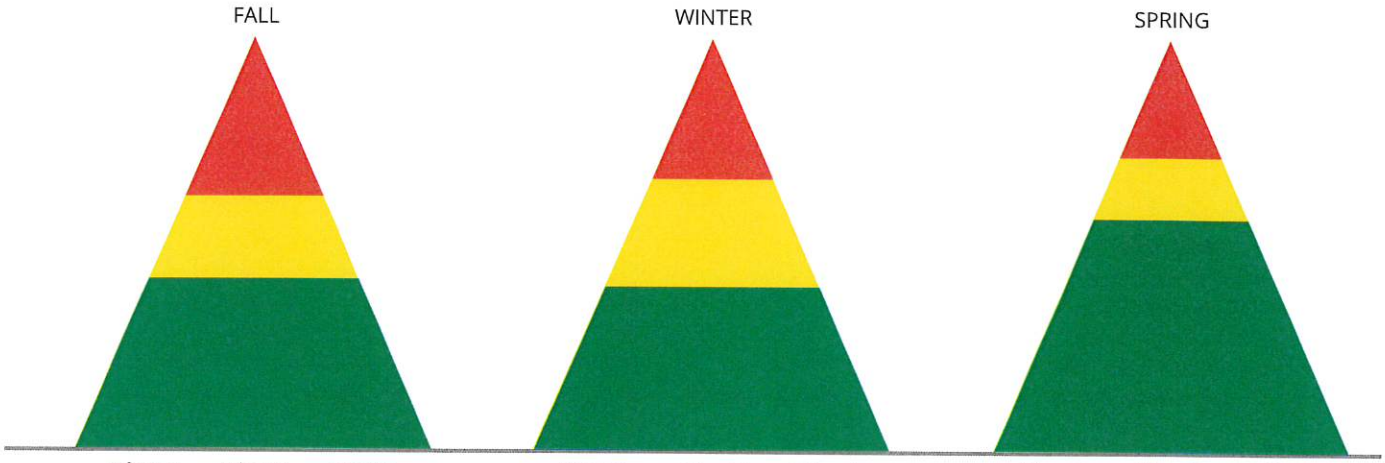
School Year
2022-2023

Roster
6grade22

District: Evergreen School District | **School:** Evergreen Junior High School | **Battery:** Reading | **Grade:** 6 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	25 (38)	13 (20)	27 (42)	22 (34)	17 (26)	26 (40)	19 (28)	10 (15)	38 (57)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
25 (38)	18	3	1
13 (20)	2	4	5
27 (42)		8	19
65	20	15	25

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
22 (34)	16	4	2
17 (26)	2	4	10
26 (40)		1	25
65	18	9	37

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
25 (38)	15	2	4
13 (20)	1	3	8
27 (42)		1	26
65	16	6	38

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.44	38	0.77	46	0.43	43
	0.27	53	1.46	74	0.62	68
	-0.29	45	0.13	55	0.28	57
	0.14	45	0.79	58	0.44	56

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Report
Group Tier Transition

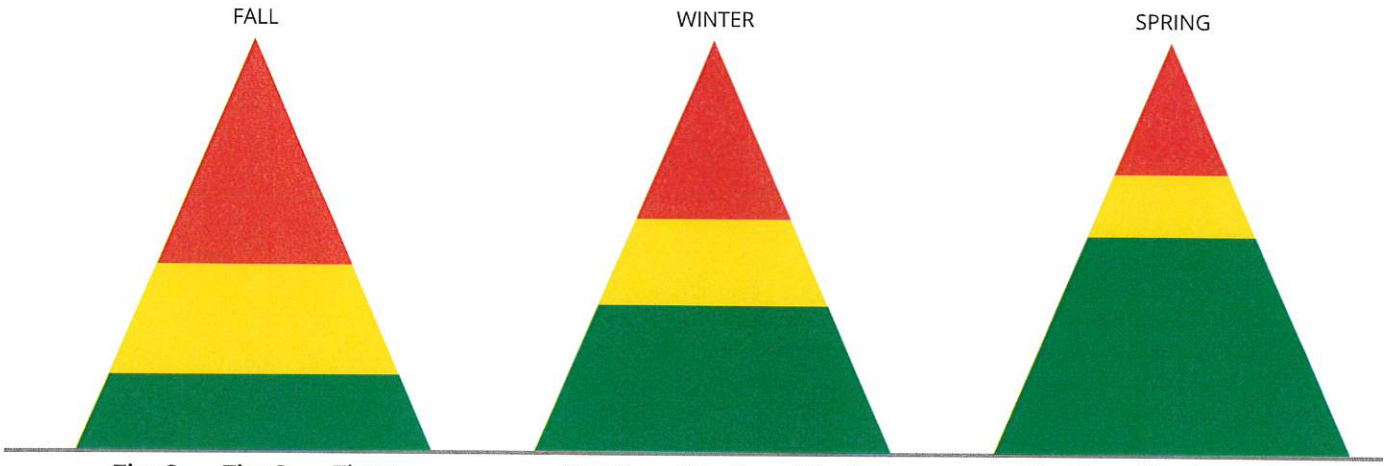
School Year
2022-2023

Roster
6grade22

District: Evergreen School District | **School:** Evergreen Junior High School | **Battery:** Math | **Grade:** 6 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	35 (55)	17 (26)	12 (19)	29 (43)	14 (21)	24 (36)	21 (32)	10 (15)	35 (53)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
35 (55)	24	7	2
17 (26)		6	11
12 (19)		1	10
64	24	14	23

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
29 (43)	19	8	
14 (21)		2	11
24 (36)	1		23
67	20	10	34

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
35 (55)	16	8	6
17 (26)			17
12 (19)		1	10
64	16	9	33

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.89	52	0.88	55	0.84	68
	1.30	66	1.58	77	1.33	81
	0.88	59	0.96	62	1.08	62
	1.02	59	1.14	65	1.08	70

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Report
Group Tier Transition

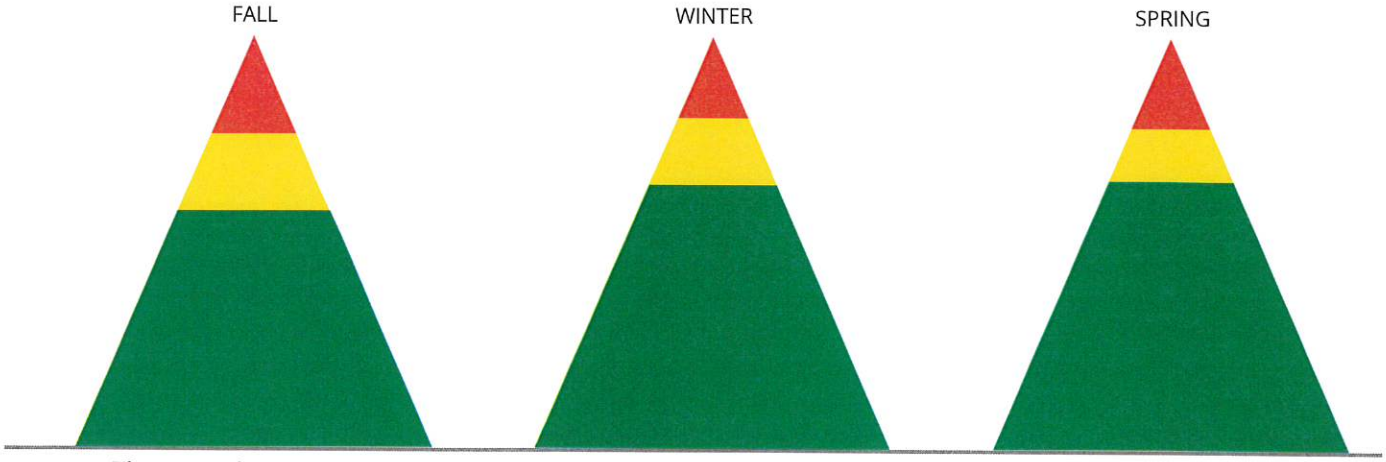
School Year
2022-2023

Roster
Evergreen Junior High School

District: Evergreen School District | **Battery:** Reading | **Grade:** 7 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	14 (24)	11 (19)	34 (57)	11 (20)	9 (16)	36 (64)	12 (22)	7 (13)	36 (65)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
14 (24)	10	4	
11 (19)		5	6
34 (57)	1		28
59	11	9	34

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
11 (20)	9	1	1
9 (16)	2	3	4
36 (64)	1	3	29
56	12	7	34

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
14 (24)	9	3	2
11 (19)	1	4	6
34 (57)	2		25
59	12	7	33

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.38	47	0.80	44	1.00	56
	2.59	72	0.46	57	1.01	71
	1.05	67	-0.22	56	0.44	64
	1.67	62	0.35	52	0.82	64

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Report
Group Tier Transition

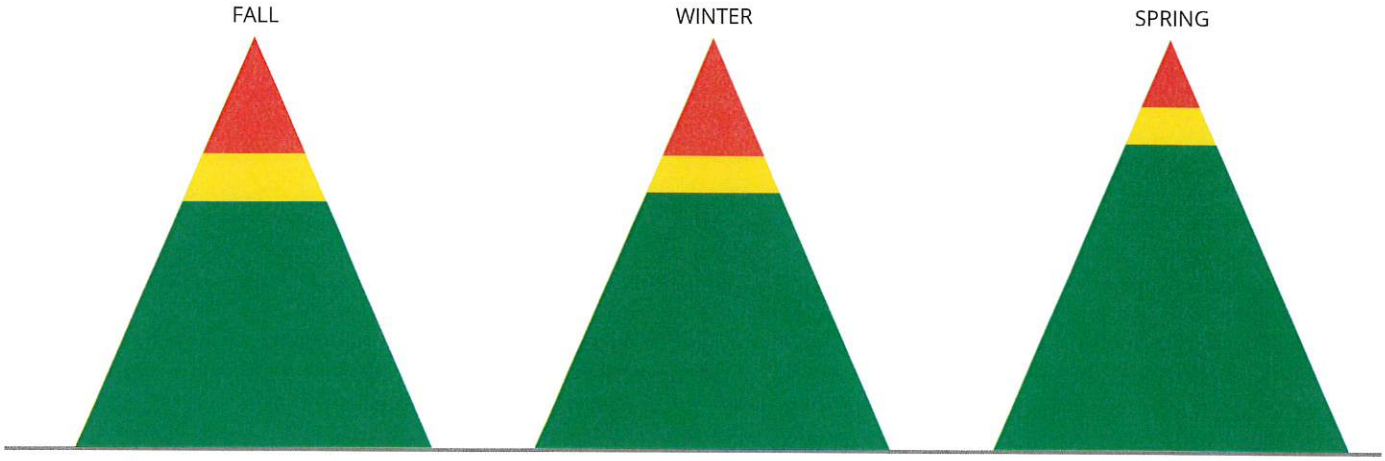
School Year
2022-2023

Roster
Evergreen Junior High School

District: Evergreen School District | **Battery:** Math | **Grade:** 7 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	17 (28)	7 (12)	36 (60)	16 (29)	5 (9)	35 (62)	9 (16)	5 (9)	41 (75)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
17 (28)	11	3	1
7 (12)	2		4
36 (60)	2	2	30
60	15	5	35

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
16 (29)	8	2	4
5 (9)	1		4
35 (62)		2	32
56	9	4	40

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
17 (28)	9	3	3
7 (12)		1	4
36 (60)			33
60	9	4	40

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.52	47	0.58	51	0.46	49
	0.74	68	1.73	73	0.79	75
	0.62	65	1.29	71	1.10	82
	0.63	60	1.20	65	0.78	69

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Report
Group Tier Transition

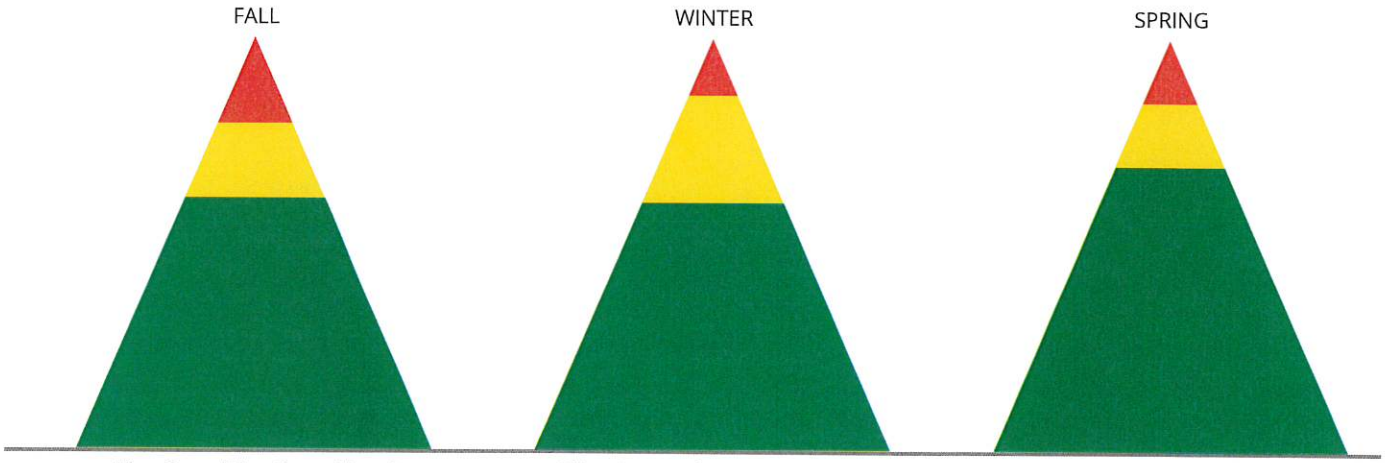
School Year
2022-2023

Roster
Evergreen Junior High School

District: Evergreen School District | **Battery:** Reading | **Grade:** 8 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	15 (21)	13 (18)	44 (61)	10 (14)	19 (26)	44 (60)	11 (15)	11 (15)	50 (70)

Transition Details

Fall to Winter Transition

Fall Tier N (%)	Winter Tier for Fall Students		
15 (21)	7	6	1
13 (18)		6	7
44 (61)	2	7	34
72	9	19	42

Winter to Spring Transition

Winter Tier N (%)	Spring Tier for Winter Students		
10 (14)	7	1	
19 (26)	2	7	9
44 (60)	2	3	39
73	11	11	48

Fall to Spring Transition

Fall Tier N (%)	Spring Tier for Fall Students		
15 (21)	8	2	2
13 (18)		5	8
44 (61)	3	4	36
72	11	11	46

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.44	56	1.03	50	0.74	61
	1.46	67	0.81	63	0.90	72
	-0.37	50	-0.48	44	-0.24	46
	0.84	58	0.45	52	0.47	60

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Report
Group Tier Transition

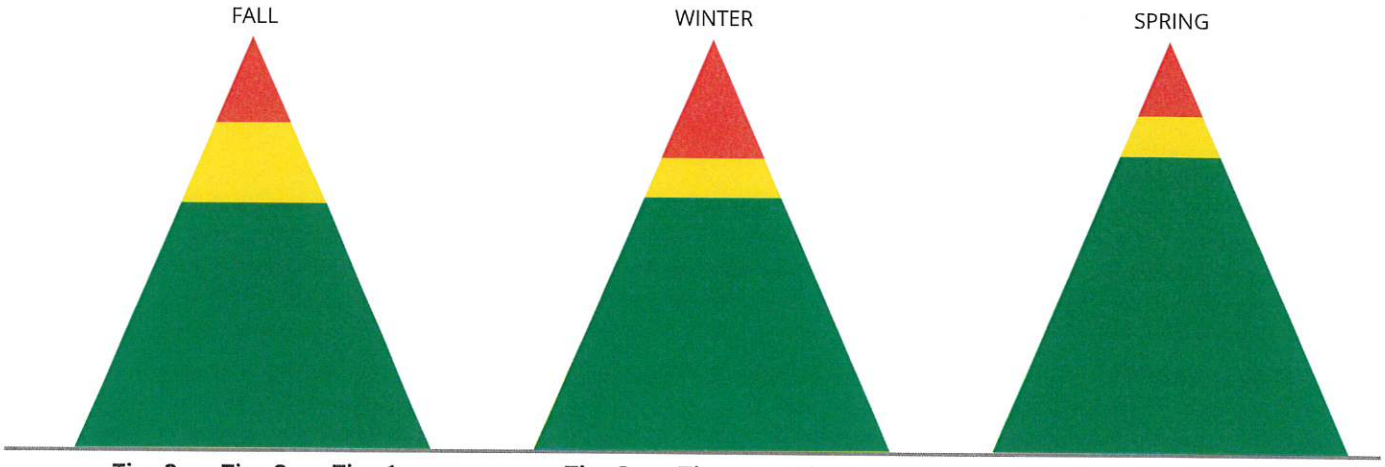
School Year
2022-2023

Roster
Evergreen Junior High School

District: Evergreen School District | **Battery:** Math | **Grade:** 8 | **Target:** Account (65 %ile) | **Demographics Selection:** Not Filtered

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	15 (21)	14 (19)	43 (60)	21 (29)	7 (9)	45 (62)	13 (18)	7 (10)	52 (72)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
15 (21)	11	2	1
14 (19)	7	4	3
43 (60)	2	1	39
72	20	7	43

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
21 (29)	12	2	4
7 (9)	1	3	3
45 (62)		1	44
73	13	6	51

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
15 (21)	7	2	3
14 (19)	5	2	7
43 (60)	1	2	39
72	13	6	49

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.25	35	0.84	57	0.53	50
	-0.07	37	0.50	62	0.22	46
	0.24	54	1.13	72	0.73	72
	0.14	42	0.82	64	0.49	56

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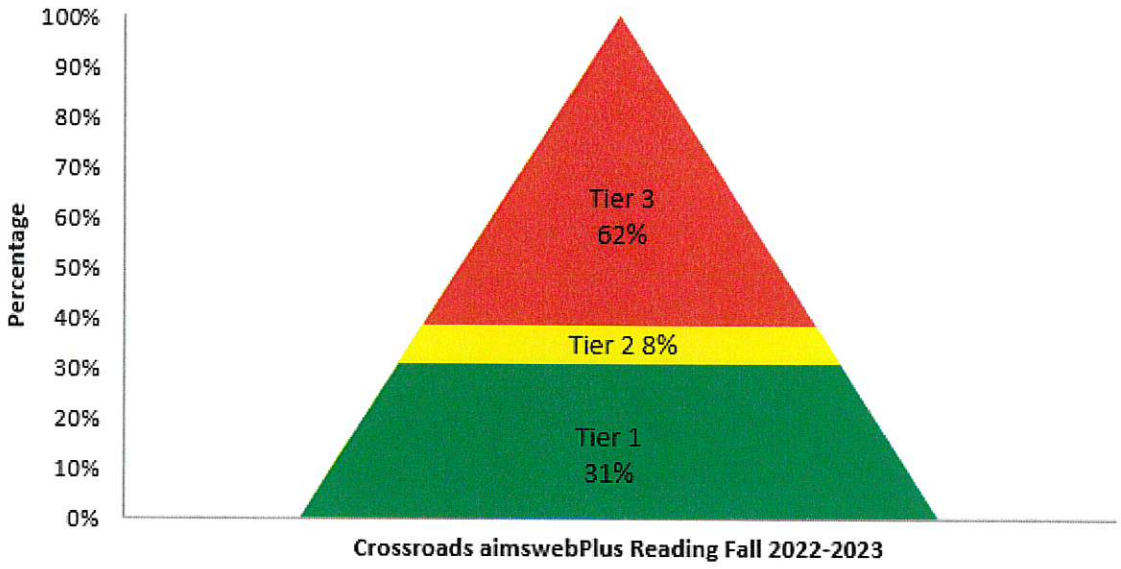
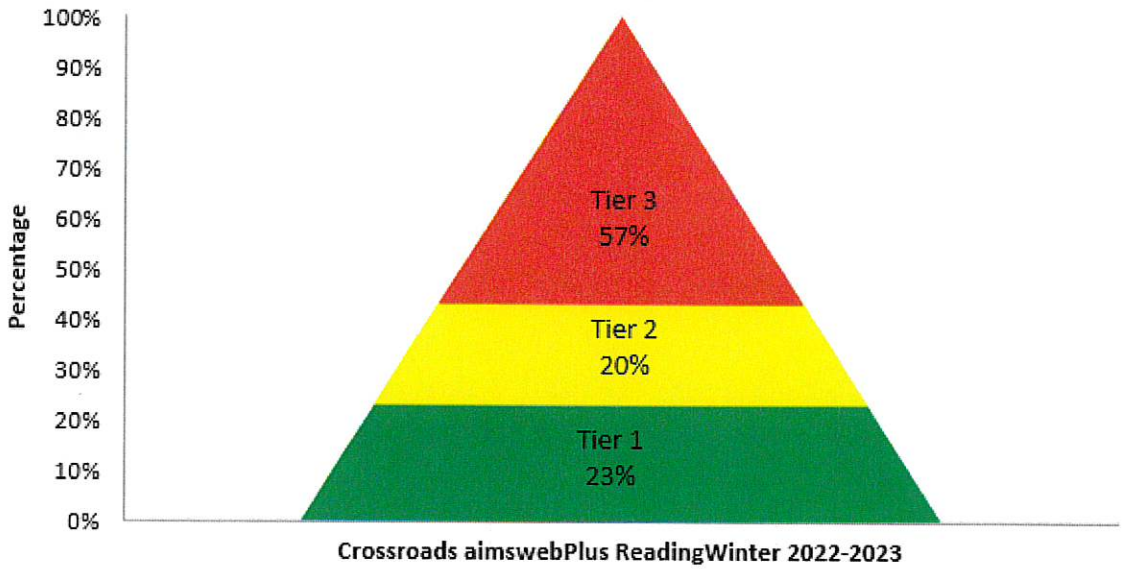
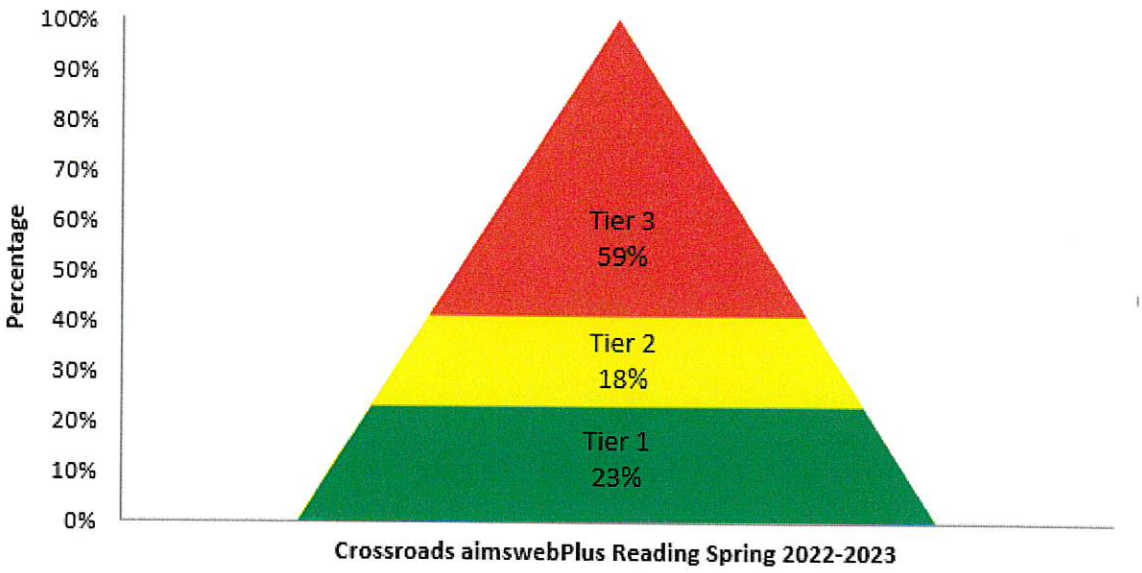
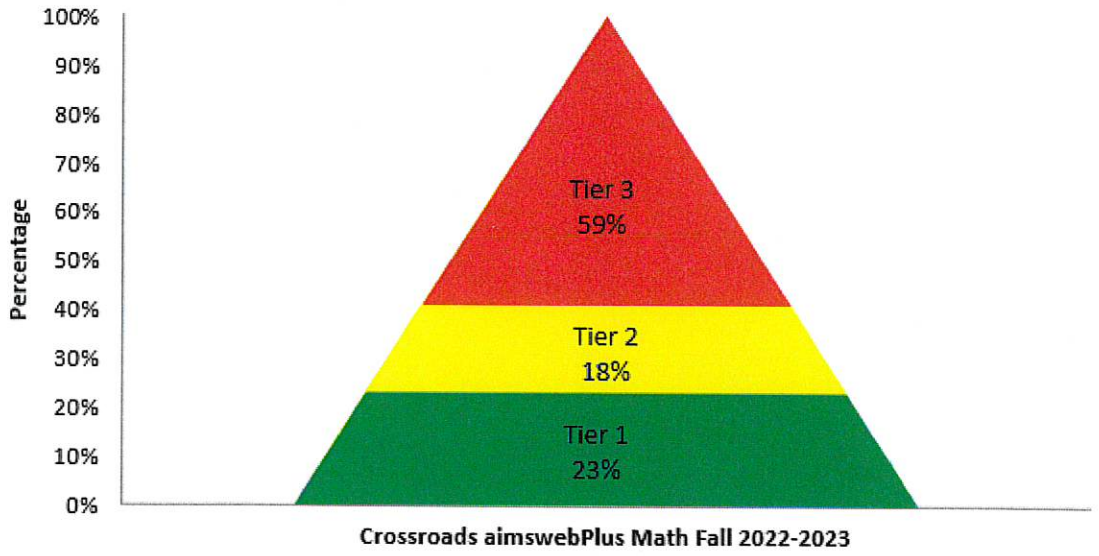
Evergreen Crossroads Program aimswebPlus Reading 2022-2023

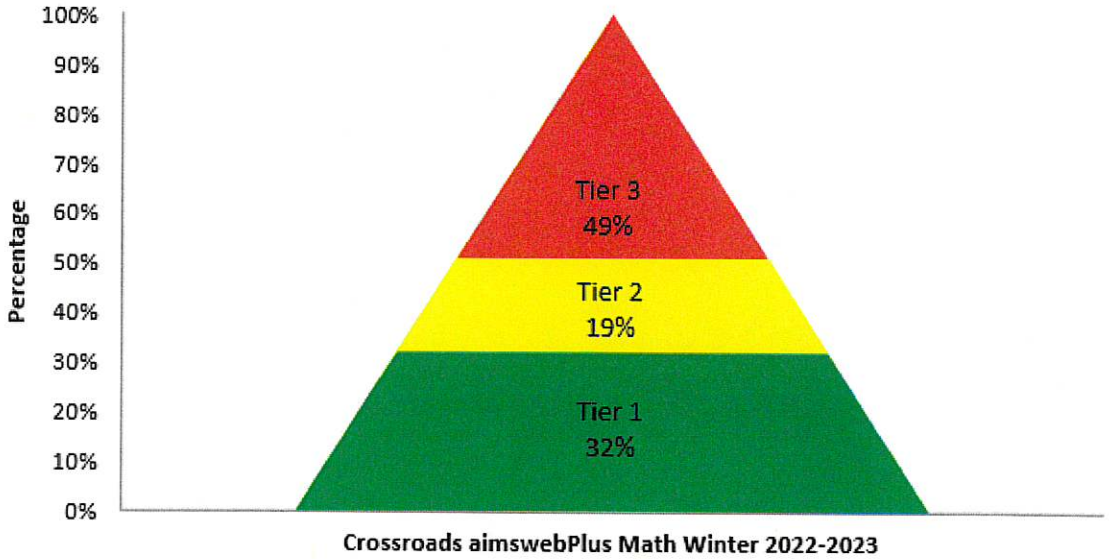


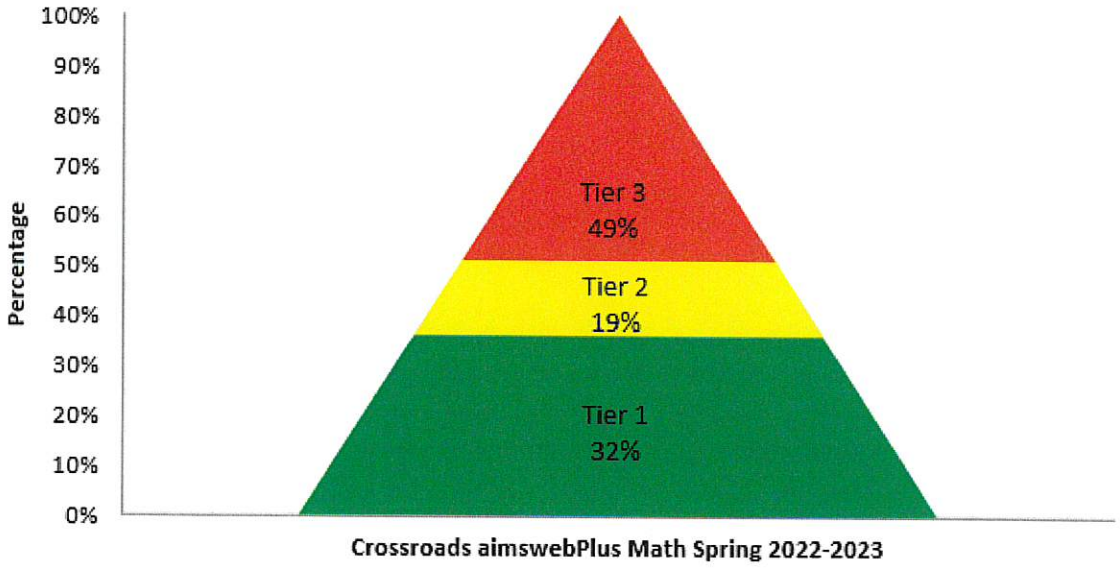



100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percentage
Tier 3
59%
Tier 2
18%
Tier 1
23%
Crossroads aimswebPlus Reading Spring 2022-2023

Evergreen Crossroads Program
aimswebPlus Math 2022-2023






100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percentage
Tier 3
49%
Tier 2
19%
Tier 1
32%
Crossroads aimswebPlus Math Spring 2022-2023

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Student Achievement Data

2022-2023 Course and Standardized Test Pass Rate Comparison

Subject	Course Proficiency	aimswebPlus Spring Benchmark Rate	Smarter Balanced or MSA Advanced/Proficient	Smarter Balanced or MSA % from Course Proficiency	Smarter Balanced or MSA % from State Average
K Reading/English/Language Arts	46.4%	42.1%			
1st Reading/English/Language Arts	38.2%	38.2%			
2nd Reading/English/Language Arts	35.6%	38.9%			
3rd Reading/English/Language Arts	32.8%	51.5%	43.8%	11.0%	0.6%
4th Reading/English/Language Arts	51.3%	52.6%	22.2%	-29.1%	-24.0%
5th Reading/English/Language Arts	16.0%	53.4%	37.3%	21.3%	-7.7%
6th Reading/English/Language Arts	30.4%	58.7%	35.9%	5.5%	-9.3%
7th Reading/English/Language Arts	24.6%	66.7%	39.0%	14.4%	-5.8%
8th Reading/English/Language Arts	27.2%	68.4%	39.7%	12.5%	-5.5%
K Math	55.5%	59.6%			
1st Math	55.2%	61.8%			
2nd Math	39.5%	36.6%			
3rd Math	25.3%	63.6%	48.4%	23.1%	3.2%
4th Math	42.9%	43.4%	25.9%	-17.0%	-19.0%
5th Math	17.3%	54.8.%	25.3%	8.0%	-8.2%
6th Math	30.4%	53.3%	28.2%	-2.2%	-5.9%
7th Math	34.4%	76.7%	37.3%	2.9%	2.5%
8th Math	25.9%	69.7%	35.9%	10.0%	3.8%
K Science	80.3%				
1st Science	76.3%				
2nd Science	75.0%				
3th Science	55.2%				
4th Science	61.3%				
5th Science	29.3%		36.0%	6.7%	-5.3%
6th Science	30.3%				
7th Science	37.7%				
8th Science	15.6%		32.1%	16.5%	-8.9%
K Social Studies	76.2%				
1st Social Studies	88.1%				
2nd Social Studies	51.3%				
3rd Social Studies	46.3%				
4th Social Studies	51.9%				
5th Social Studies	29.3%				
6th Social Studies	41.8%				
7th Social Studies	20.3%				
8th Social Studies	24.7%				

Grade Scale	AimswebPlus Scale	SBA Scale	MSA Scale
A Advanced (3.8-4.0)	4 Advanced (90-99%)	4 Advanced	
P Proficient (2.8-3.7)	3 Proficient (50-89%)	3 Proficient	
NP Nearing Proficient (1.8-2.7)	2 Nearing Proficient (26-49%)	2 Nearing Proficient	
N Novice (0.0-1.7)	1 Novice (0-25%)	1 Novice	

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Student Achievement Data

SBA/CRT Growth 2016 to 2023

EVERGREEN SCHOOL DISTRICT OVERALL

	ELA	% Change Each Year	Math	% Change Each Year	Science	% Change Each Year
2016	47.9%		37.6%		61.6%	
2017	46.2%	-1.7%	35.2%	-2.4%	60.0%	-1.6%
2018	46.3%	0.1%	39.0%	3.8%	68.0%	8.0%
2019	47.3%	1.0%	43.1%	4.1%	69.8%	1.8%
2021	40.5%	-6.8%	26.9%	-16.2%		
2022	42.6%	2.0%	32.0%	5.0%	33.3%	**-36.5%**
2023	35.9%	**-6.7%**	32.9%	**0.9%**	34.0%	**0.7%**
2016-2022 % Change		**-12.0%**		**-4.7%**		**-27.6%**

EAST EVERGREEN ELEMENTARY SCHOOL

	ELA	% Change Each Year	Math	% Change Each Year	Science	% Change Each Year
2016	44.5%		34.4%		62.0%	
2017	39.5%	-5.0%	29.8%	-4.6%	66.0%	4.0%
2018	39.2%	-0.3%	37.3%	7.5%	64.0%	-2.0%
2019	46.8%	7.6%	46.1%	8.8%	66.3%	2.3%
2021	35.6%	-11.3%	26.7%	-19.4%		
2022	41.4%	5.8%	42.1%	15.4%		
2023	31.7%	**-9.7%**	35.9%	**-6.2%**		
2016-2022 % Change		**-12.8%**		**1.5%**		

EVERGREEN JUNIOR HIGH SCHOOL

	ELA	% Change Each Year	Math	% Change Each Year	Science	% Change Each Year
2016	49.6%		39.1%		62.0%	
2017	49.5%	-0.1%	37.9%	-1.2%	54.0%	-8.0%
2018	49.5%	0.0%	39.0%	1.1%	73.0%	19.0%
2019	47.6%	-1.9%	41.6%	2.6%	73.2%	0.2%
2021	42.7%	-4.9%	27.0%	-14.6%		
2022	43.1%	**0.4%**	27.2%	**0.2%**	33.3%	**-39.9%**
2023	37.9%	**-5.2%**	31.4%	**4.1%**	34.0%	**0.7%**
2016-2022 % Change		**-11.7%**		**-7.7%**		**-28.0%**

*2019-2020 data not available due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Student Achievement Data

2022-2023 Smarter Balanced Assessment Results

	English/Language Arts/Literacy			Math		
	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average
Montana State Overall Average	55.04%	44.97%		62.53%	37.47%	
Evergreen School District Overall	64.14%	35.86%	-9.11%	67.12%	32.87%	-4.60%
East Evergreen Elementary 3-4	68.28%	31.72%	-13.25%	64.14%	35.88%	-1.59%
Evergreen Junior High 5-8	62.07%	37.93%	-7.04%	68.62%	31.38%	-6.09%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	16.68%	28.29%	24.84%	30.20%	15.13%	22.34%	29.55%	32.98%
Evergreen School District Overall	12.18%	23.68%	27.13%	37.01%	12.87%	20.00%	30.11%	37.01%
East Evergreen Elementary 3-4	13.10%	18.62%	24.14%	44.14%	9.67%	26.21%	24.14%	40.00%
Evergreen Junior High 5-8	11.72%	26.21%	28.62%	33.45%	14.48%	16.90%	33.10%	35.52%

	English/Language Arts/Literacy			Math		
	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Grade Level Average	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Average
Montana State Overall Average	44.97%			37.47%		
Evergreen School District Overall	NA	35.86%	-9.1%	NA	32.87%	-4.6%
Evergreen 3	43.21%	43.76%	0.55%	45.29%	48.44%	3.15%
Evergreen 4	46.25%	22.22%	-24.03%	44.90%	25.93%	-18.97%
Evergreen 5	45.06%	37.34%	-7.72%	33.52%	25.34%	-8.18%
Evergreen 6	45.22%	35.90%	-9.32%	34.11%	28.20%	-5.91%
Evergreen 7	44.75%	38.98%	-5.77%	34.75%	37.29%	2.54%
Evergreen 8	45.27%	39.74%	-5.53%	32.09%	35.90%	3.81%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	16.68%	28.29%	24.84%	30.20%	15.13%	22.34%	29.55%	32.98%
Evergreen 3	15.63%	28.13%	18.75%	37.50%	15.63%	32.81%	23.44%	28.13%
Evergreen 4	11.11%	11.11%	28.40%	49.38%	4.94%	20.99%	24.69%	49.38%
Evergreen 5	18.67%	18.67%	21.33%	41.33%	6.67%	18.67%	32.00%	42.67%
Evergreen 6	5.13%	30.77%	28.21%	35.90%	14.10%	14.10%	30.77%	41.03%
Evergreen 7	8.47%	30.51%	30.51%	30.51%	20.34%	16.95%	35.59%	27.12%
Evergreen 8	14.10%	25.64%	34.62%	25.64%	17.95%	17.95%	34.62%	29.49%

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Student Achievement Data

2021-2022 Smarter Balanced Assessment Results

	English/Language Arts/Literacy			Math		
	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average
Montana State Overall Average	53.85%	46.15%		63.45%	36.54%	
Evergreen School District Overall	57.43%	42.58%	-3.57%	68.05%	31.95%	-4.59%
East Evergreen Elementary 3-4	58.62%	41.38%	-4.77%	57.93%	42.07%	5.53%
Evergreen Junior High 5-8	56.86%	43.13%	-3.02%	72.76%	27.24%	-9.30%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	16.96%	29.19%	24.95%	28.90%	14.32%	22.22%	30.18%	33.27%
Evergreen School District Overall	13.32%	29.26%	21.62%	35.81%	9.19%	22.76%	27.57%	46.00%
East Evergreen Elementary 3-4	17.24%	24.14%	20.69%	37.93%	8.97%	33.10%	24.83%	33.10%
Evergreen Junior High 5-8	11.50%	31.63%	22.04%	33.01%	9.29%	17.95%	28.85%	43.91%

	English/Language Arts/Literacy			Math		
	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Grade Level Average	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Average
Montana State Overall Average	46.15%			36.54%		
Evergreen School District Overall	NA	42.58%	-3.6%	NA	31.95%	-4.6%
Evergreen 3	44.22%	35.13%	-9.09%	44.89%	37.84%	-7.05%
Evergreen 4	45.84%	47.89%	2.05%	41.84%	46.48%	4.64%
Evergreen 5	47.48%	39.76%	-7.72%	33.80%	14.46%	-19.34%
Evergreen 6	45.87%	49.32%	3.45%	32.77%	34.25%	1.48%
Evergreen 7	47.85%	38.75%	-9.10%	35.38%	28.75%	-6.63%
Evergreen 8	45.61%	45.45%	-0.16%	30.91%	32.90%	1.99%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	16.96%	29.19%	24.95%	28.90%	14.32%	22.22%	30.18%	33.27%
Evergreen 3	14.86%	20.27%	22.97%	41.89%	9.46%	28.38%	24.32%	37.84%
Evergreen 4	19.72%	28.17%	18.31%	33.80%	8.45%	38.03%	25.35%	28.17%
Evergreen 5	15.66%	24.10%	10.84%	49.40%	7.23%	7.23%	22.89%	62.65%
Evergreen 6	13.70%	35.62%	19.18%	31.51%	8.22%	26.03%	32.88%	32.88%
Evergreen 7	8.75%	30.00%	32.50%	28.75%	11.25%	17.50%	33.75%	37.50%
Evergreen 8	7.79%	37.66%	25.97%	28.57%	10.53%	22.37%	26.32%	40.79%

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
Student Achievement Data

2020-2021 Smarter Balanced Assessment Results

	English/Language Arts/Literacy			Math		
	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Overall Average	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average
Montana State Overall Average	53.6%	46.4%		64.4%	35.6%	
Evergreen School District Overall	59.5%	40.5%	-5.9%	73.1%	26.9%	-8.7%
East Evergreen Elementary 3-4	64.5%	35.6%	-10.8%	73.3%	26.7%	-8.9%
Evergreen Junior High 5-8	57.3%	42.7%	-3.7%	73.0%	27.0%	-8.5%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	16.8%	29.6%	25.1%	28.5%	13.4%	22.2%	31.2%	33.3%
Evergreen School District Overall	13.0%	28.0%	25.0%	34.0%	8.8%	18.1%	29.6%	43.4%
East Evergreen Elementary 3-4	13.3%	22.2%	25.9%	38.5%	5.9%	20.7%	35.6%	37.8%
Evergreen Junior High 5-8	12.6%	30.1%	24.3%	33.0%	10.1%	16.9%	27.0%	45.9%

	English/Language Arts/Literacy			Math		
	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Grade Level Average	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Average
Montana State Overall Average	46.4%			35.6%		
Evergreen School District Overall	NA	40.5%	-5.9%	NA	26.9%	-8.7%
Evergreen 3	43.7%	35.9%	-7.8%	43.7%	34.4%	-9.3%
Evergreen 4	46.1%	35.2%	-10.9%	40.0%	19.7%	-20.3%
Evergreen 5	47.3%	38.0%	-9.3%	32.1%	21.1%	-11.0%
Evergreen 6	46.0%	46.2%	0.2%	31.5%	19.2%	-12.3%
Evergreen 7	47.4%	37.0%	-10.4%	34.8%	23.8%	-11.0%
Evergreen 8	47.8%	49.4%	1.6%	31.4%	43.6%	12.2%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	16.8%	29.6%	25.1%	28.5%	13.4%	22.2%	31.2%	33.3%
Evergreen 3	18.8%	17.2%	34.4%	29.7%	7.8%	26.6%	40.6%	25.0%
Evergreen 4	8.5%	26.8%	18.3%	46.5%	4.2%	15.5%	31.0%	49.3%
Evergreen 5	14.1%	23.9%	18.3%	43.7%	7.0%	14.1%	26.8%	52.1%
Evergreen 6	16.7%	29.5%	23.1%	30.8%	10.3%	9.0%	35.9%	44.9%
Evergreen 7	6.2%	30.9%	29.6%	33.3%	8.8%	15.0%	31.3%	45.0%
Evergreen 8	13.9%	35.4%	25.3%	25.3%	14.1%	29.5%	14.1%	42.3%

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50
PROFILE DATA
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2018-2019 Smarter Balanced Assessment Results

	English/Language Arts/Literacy			Math		
	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Overall Average	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average
Montana State Overall Average	50.0%	50.0%		58.1%	41.9%	
Evergreen School District Overall	52.7%	47.4%	-2.6%	56.9%	43.1%	1.2%
East Evergreen Elementary 3-4	53.2%	46.7%	-3.3%	53.9%	46.1%	4.2%
Evergreen Junior High 5-8	52.4%	47.6%	-2.4%	58.5%	41.6%	-0.3%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	18.9%	31.1%	24.2%	25.8%	17.4%	24.5%	30.3%	27.8%
Evergreen School District Overall	20.5%	26.9%	25.8%	26.9%	17.7%	25.4%	27.9%	29.0%
East Evergreen Elementary 3-4	25.3%	21.4%	22.7%	30.5%	19.5%	26.6%	27.3%	26.6%
Evergreen Junior High 5-8	18.1%	29.5%	27.3%	25.1%	16.8%	24.8%	28.3%	30.2%

	English/Language Arts/Literacy			Math		
	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Grade Level Average	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Average
Montana State Overall Average	50.0%			41.9%		
Evergreen School District Overall	NA	47.4%	-2.6%	NA	43.1%	1.2%
Evergreen 3	48.0%	53.0%	5.0%	48.0%	58.0%	10.0%
Evergreen 4	47.0%	39.0%	-8.0%	45.0%	33.0%	-12.0%
Evergreen 5	53.0%	41.0%	-12.0%	40.0%	30.0%	-10.0%
Evergreen 6	51.0%	55.0%	4.0%	39.0%	47.0%	8.0%
Evergreen 7	52.0%	44.0%	-8.0%	41.0%	47.0%	6.0%
Evergreen 8	48.0%	49.0%	1.0%	36.0%	40.0%	4.0%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall								
Evergreen 3	31.0%	22.0%	30.0%	18.0%	32.0%	26.0%	20.0%	22.0%
Evergreen 4	18.0%	21.0%	17.0%	43.0%	7.0%	26.0%	36.0%	32.0%
Evergreen 5	15.0%	26.0%	23.0%	36.0%	14.0%	16.0%	25.0%	45.0%
Evergreen 6	23.0%	32.0%	27.0%	18.0%	17.0%	30.0%	25.0%	28.0%
Evergreen 7	15.0%	29.0%	35.0%	21.0%	17.0%	31.0%	32.0%	21.0%
Evergreen 8	19.0%	30.0%	25.0%	26.0%	20.0%	20.0%	33.0%	28.0%

EVERGREEN SCHOOL DISTRICT NO. 50
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2017-2018 Smarter Balanced Assessment Results

	English/Language Arts/Literacy			Math		
	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Overall Average	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average
Montana State Overall Average	49.5%	50.5%		59.1%	41.5%	
Evergreen School District Overall	53.8%	46.3%	-4.2%	61.8%	38.2%	-3.3%
East Evergreen Elementary 3-4	60.8%	39.2%	-11.3%	62.7%	37.3%	-4.2%
Evergreen Junior High 5-8	50.4%	49.5%	-1.0%	61.4%	38.6%	-2.9%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	18.8%	31.7%	24.3%	25.2%	16.8%	24.7%	30.3%	28.2%
Evergreen School District Overall	16.4%	29.9%	24.5%	29.3%	14.5%	23.7%	28.8%	33.0%
East Evergreen Elementary 3-4	14.4%	24.8%	21.6%	39.2%	9.8%	27.5%	28.1%	34.6%
Evergreen Junior High 5-8	17.3%	32.2%	25.8%	24.6%	16.7%	21.9%	29.2%	32.2%

	English/Language Arts/Literacy			Math		
	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Grade Level Average	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Average
Montana State Overall Average	50.5%			41.5%		
Evergreen School District Overall	NA	46.3%	-4.2%	NA	38.2%	-3.3%
Evergreen 3	49.7%	37.8%	-11.9%	48.8%	37.8%	-11.0%
Evergreen 4	49.2%	40.5%	-8.7%	44.5%	36.8%	-7.7%
Evergreen 5	53.1%	43.3%	-9.8%	39.8%	26.7%	-13.1%
Evergreen 6	50.7%	46.8%	-3.9%	39.2%	32.4%	-6.8%
Evergreen 7	51.3%	53.5%	2.2%	38.8%	43.0%	4.2%
Evergreen 8	49.1%	55.3%	6.2%	37.4%	54.0%	16.6%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	18.8%	31.7%	24.3%	25.2%	16.8%	24.7%	30.3%	28.2%
Evergreen 3	13.5%	24.3%	27.0%	35.1%	10.8%	27.0%	28.4%	33.8%
Evergreen 4	15.2%	25.3%	16.5%	43.0%	9.0%	27.8%	27.8%	35.4%
Evergreen 5	13.3%	30.0%	24.4%	32.2%	11.1%	15.6%	31.1%	42.2%
Evergreen 6	14.3%	32.5%	32.5%	20.8%	7.7%	24.7%	31.2%	36.4%
Evergreen 7	19.8%	33.7%	26.7%	19.8%	17.4%	25.6%	32.6%	24.4%
Evergreen 8	22.4%	32.9%	19.7%	25.0%	31.6%	22.4%	21.1%	25.0%

EVERGREEN SCHOOL DISTRICT NO. 50
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2016-2017 Smarter Balanced Assessment Results

	English/Language Arts/Literacy			Math		
	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Overall Average
Montana State Overall Average	49.7%	50.3%		58.7%	41.2%	
Evergreen School District Overall	53.7%	46.2%	-4.1%	64.8%	35.2%	-6.0%
East Evergreen Elementary 3-4	60.5%	39.5%	-10.8%	70.2%	29.8%	-11.4%
Evergreen Junior High 5-8	50.5%	49.5%	-0.8%	62.0%	37.9%	-3.3%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	18.3%	32.0%	25.0%	24.7%	16.2%	25.0%	31.2%	27.6%
Evergreen School District Overall	17.3%	28.9%	26.3%	27.4%	12.7%	22.5%	29.0%	35.8%
East Evergreen Elementary 3-4	19.1%	20.4%	21.7%	38.8%	6.2%	23.6%	29.8%	40.4%
Evergreen Junior High 5-8	16.5%	33.0%	28.6%	21.9%	16.0%	21.9%	28.5%	33.5%

	English/Language Arts/Literacy			Math		
	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Average	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Grade Level Average
Montana State Overall Average	50.3%			41.2%		
Evergreen School District Overall		46.2%	-4.1%		35.2%	-6.0%
Evergreen 3	49.1%	36.5%	-12.6%	47.6%	34.6%	-13.0%
Evergreen 4	49.4%	42.3%	-7.1%	44.7%	25.3%	-19.4%
Evergreen 5	53.8%	39.7%	-14.1%	40.1%	26.4%	-13.7%
Evergreen 6	48.5%	49.5%	1.0%	38.0%	32.0%	-6.0%
Evergreen 7	52.8%	54.9%	2.1%	40.1%	46.4%	6.3%
Evergreen 8	48.0%	53.2%	5.2%	36.1%	48.1%	12.0%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	18.3%	32.0%	25.0%	24.7%	16.2%	25.0%	31.2%	27.6%
Evergreen 3	16.2%	20.3%	23.0%	40.5%	6.4%	28.2%	23.1%	42.3%
Evergreen 4	21.8%	20.5%	20.5%	37.2%	6.0%	19.3%	36.1%	38.6%
Evergreen 5	14.7%	25.0%	25.0%	35.3%	7.0%	19.4%	25.0%	48.6%
Evergreen 6	13.4%	36.1%	28.9%	21.6%	8.3%	23.7%	27.8%	40.2%
Evergreen 7	19.7%	35.2%	31.0%	14.1%	23.9%	22.5%	35.2%	18.3%
Evergreen 8	19.0%	34.2%	29.1%	17.7%	26.6%	21.5%	26.6%	25.3%

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2015-2016 Smarter Balanced Assessment Results

	English/Language Arts/Literacy			Math		
	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Average	Novice and Nearing Proficiency	Proficient and Advanced	Comparison to State Overall Average
Montana State Overall Average	49.9%	50.1%		58.2%	41.8%	
Evergreen School District Overall	52.0%	47.9%	-2.2%	62.4%	37.6%	-4.2%
East Evergreen Elementary 3-4	55.5%	44.5%	-5.6%	65.6%	34.4%	-7.4%
Evergreen Junior High 5-6	54.6%	45.4%	-4.7%	69.6%	30.5%	-11.3%
Evergreen Junior High 7-8	46.0%	54.0%	3.9%	52.2%	47.9%	6.1%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	18.1%	32.0%	24.8%	25.1%	15.9%	25.9%	32.3%	25.9%
Evergreen School District Overall	16.9%	31.0%	26.1%	25.9%	13.4%	24.2%	33.4%	29.0%
East Evergreen Elementary 3-4	16.8%	27.7%	23.2%	32.3%	6.5%	27.9%	40.3%	25.3%
Evergreen Junior High 5-6	16.9%	28.5%	27.9%	26.7%	14.0%	16.5%	28.7%	40.9%
Evergreen Junior High 7-8	17.2%	36.8%	27.0%	19.0%	19.3%	28.6%	31.7%	20.5%

	English/Language Arts/Literacy			Math		
	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Average	State Proficient and Advanced	Evergreen Proficient and Advanced	Comparison to State Grade Level Average
Montana State Overall Average	50.1%			41.8%		
Evergreen School District Overall		47.9%	-2.2%		37.6%	-4.2%
Evergreen 3	47.9%	46.2%	-1.7%	50.0%	37.1%	-12.9%
Evergreen 4	48.9%	42.9%	-6.0%	44.4%	31.6%	-12.8%
Evergreen 5	48.9%	37.6%	-11.3%	37.3%	21.9%	-15.4%
Evergreen 6	51.7%	54.4%	2.7%	40.2%	41.1%	0.9%
Evergreen 7	52.4%	58.3%	5.9%	41.5%	52.1%	10.6%
Evergreen 8	51.0%	50.6%	-0.4%	36.7%	44.4%	7.7%

	English/Language Arts/Literacy				Math			
	Advanced	Proficient	Nearing Proficiency	Novice	Advanced	Proficient	Nearing Proficiency	Novice
MT State Overall	18.1%	32.0%	24.8%	25.1%	16.0%	25.0%	31.0%	21.0%
Evergreen 3	15.4%	30.8%	26.9%	26.9%	8.9%	28.2%	38.5%	24.4%
Evergreen 4	18.2%	24.7%	19.5%	37.7%	4.0%	27.6%	42.1%	26.3%
Evergreen 5	12.9%	24.7%	36.6%	25.8%	9.8%	12.1%	28.6%	49.5%
Evergreen 6	21.5%	32.9%	17.7%	27.8%	19.2%	21.9%	28.8%	30.1%
Evergreen 7	23.6%	34.7%	27.8%	13.9%	14.1%	38.0%	29.6%	18.3%
Evergreen 8	12.1%	38.5%	26.4%	23.1%	23.3%	21.1%	33.3%	22.2%

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Student Achievement Data

ELA/LITERACY SMARTER BALANCED All Grades All Students by State, District, and

Year	State	District	+/- State	+/- Prior Year
2015	45.0%	39.0%	-6.0%	
2016	50.1%	47.9%	-2.2%	8.9%
2017	50.3%	46.2%	-4.1%	-1.7%
2018	50.5%	46.3%	-4.2%	0.1%
2019	50.0%	47.4%	-2.6%	1.1%
2020				
2021	46.4%	40.5%	-5.9%	-6.9%
2022	46.2%	42.6%	-3.6%	42.6%
2023	45.0%	35.9%	-9.1%	-4.6%

Year	East 3rd-4th	JH 5th-8th
2015	32.0%	42.0%
2016	44.5%	49.6%
2017	39.5%	49.5%
2018	39.2%	49.5%
2019	46.8%	47.6%
2020		
2021	35.6%	42.7%
2022	41.4%	43.1%
2023	31.7%	37.9%
+/- Prior	-9.7%	-5.2%

3rd Grade ELA/Literacy by State and School

Year	State	East 3rd	+/- State	+/- Prior Year
2015	42.0%	34.0%	-8.0%	
2016	47.9%	46.2%	-1.7%	12.2%
2017	49.1%	36.5%	-12.6%	-9.7%
2018	49.7%	37.8%	-11.9%	1.3%
2019	48.0%	53.0%	5.0%	15.2%
2020				
2021	43.7%	35.9%	-7.8%	-17.1%
2022	44.2%	35.1%	-9.1%	-0.8%
2023	43.2%	43.8%	0.6%	8.6%

4th Grade ELA/Literacy by State and School

Year	State	East 4th	+/- State	+/- Prior Year
2015	41.0%	30.0%	-11.0%	
2016	48.9%	42.9%	-6.0%	12.9%
2017	49.4%	42.3%	-7.1%	-0.6%
2018	49.2%	40.5%	-8.7%	-1.8%
2019	47.0%	39.0%	-8.0%	-1.5%
2020				
2021	46.1%	35.2%	-10.9%	-3.8%
2022	45.8%	47.9%	2.1%	12.7%
2023	46.3%	22.2%	-24.0%	-25.7%

5th Grade ELA/Literacy by State and School

Year	State	JH 5th	+/- State	+/- Prior Year
2015	49.0%	41.0%	-8.0%	
2016	48.9%	37.6%	-11.3%	-3.4%
2017	53.8%	39.7%	-14.1%	2.1%
2018	53.1%	43.3%	-9.8%	3.6%
2019	53.0%	41.0%	-12.0%	-2.3%
2020				
2021	47.3%	38.0%	-9.3%	-3.0%
2022	47.5%	39.8%	-7.7%	1.8%
2023	45.1%	37.3%	-7.7%	-2.4%

6th Grade ELA/Literacy by State and School

Year	State	JH 6th	+/- State	+/- Prior Year
2015	43.0%	51.0%	8.0%	
2016	51.7%	54.4%	2.7%	3.4%
2017	48.5%	49.5%	1.0%	-4.9%
2018	50.7%	46.8%	-3.9%	-2.7%
2019	51.0%	55.0%	4.0%	8.2%
2020				
2021	46.0%	46.2%	0.2%	-8.8%
2022	45.9%	49.3%	3.5%	3.1%
2023	45.2%	35.9%	-9.3%	-13.4%

7th Grade ELA/Literacy by State and School

Year	State	JH 7th	+/- State	+/- Prior Year
2015	44.0%	38.0%	-6.0%	
2016	52.4%	58.3%	5.9%	20.3%
2017	52.8%	54.9%	2.1%	-3.4%
2018	51.3%	53.5%	2.2%	-1.4%
2019	52.0%	44.0%	-8.0%	-9.5%
2020				
2021	47.4%	37.0%	-10.4%	-7.0%
2022	47.9%	38.8%	-9.1%	1.8%
2023	44.8%	39.0%	-5.8%	0.2%

8th Grade ELA/Literacy by State and School

Year	State	JH 8th	+/- State	+/- Prior Year
2015	42.0%	39.0%	-3.0%	
2016	51.0%	50.6%	-0.4%	11.6%
2017	48.0%	53.2%	5.2%	2.6%
2018	49.1%	55.3%	6.2%	2.1%
2019	48.0%	49.0%	1.0%	-6.3%
2020				
2021	47.8%	49.4%	1.6%	0.4%
2022	45.6%	45.5%	-0.2%	-4.0%
2023	45.3%	39.7%	-5.5%	-5.7%

Class of 2027 ELA

Year	% P/A	+/- Prior Year
2023	43.8%	

Class of 2027 ELA

Year	% P/A	+/- Prior Year
2022	35.1%	
2023	22.2%	-12.9%

Class of 2026 ELA

Year	% P/A	+/- Prior Year
2021	35.9%	
2022	47.9%	12.0%
2023	37.3%	-10.6%

Class of 2025 ELA

Year	% P/A	+/- Prior Year
2020		
2021	35.2%	
2022	39.8%	4.6%
2023	35.9%	-3.9%

Class of 2024 ELA

Year	% P/A	+/- Prior Year
2019	53.0%	
2020		
2021	38.0%	-15.0%
2022	49.3%	11.3%
2023	39.0%	-10.3%

Class of 2023 ELA

Year	% P/A	+/- Prior Year
2018	37.8%	
2019	39.0%	1.2%
2020		
2021	46.2%	7.2%
2022	38.8%	-7.5%
2023	39.7%	1.0%

Class of 2022 ELA

Year	% P/A	+/- Prior Year
2017	36.5%	
2018	40.5%	4.0%
2019	41.0%	0.5%
2020		
2021	37.0%	-4.0%
2022	45.5%	8.5%

*2019-2020 data not available due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Student Achievement Data

MATH SMARTER BALANCED All Grades All Students by State, District, and School

Year	State	District	+/- State	+/- Prior Year
2015	38.0%	34.0%	-4.0%	
2016	41.8%	37.6%	-4.2%	3.6%
2017	41.2%	35.2%	-6.0%	-2.4%
2018	41.5%	39.0%	-2.5%	3.8%
2019	41.9%	43.1%	1.2%	4.1%
2020				
2021	35.6%	26.9%	-8.7%	-16.2%
2022	36.5%	32.0%	-4.6%	5.0%
2023	37%	32.9%	-4.6%	0.9%

Year	East 3rd-4th	JH 5th-8th
2015	33.0%	35.0%
2016	34.4%	39.1%
2017	29.8%	37.9%
2018	37.3%	39.0%
2019	46.1%	41.6%
2020		
2021	26.7%	27.0%
2022	42.1%	27.2%
2023	35.9%	31.4%
+/- Prior	-6.2%	4.1%

3rd Grade Math by State and School

Year	State	East 3rd	+/- State	+/- Prior Year
2015	48.0%	47.0%	-1.0%	
2016	50.0%	37.1%	-12.9%	-9.9%
2017	47.6%	34.6%	-13.0%	-2.5%
2018	48.8%	37.8%	-11.0%	3.2%
2019	48.0%	58.0%	10.0%	20.2%
2020				
2021	43.7%	34.4%	-9.3%	-23.6%
2022	44.9%	37.8%	-7.1%	3.4%
2023	45.3%	48.4%	3.2%	10.6%

4th Grade Math by State and School

Year	State	East 4th	+/- State	+/- Prior Year
2015	40.0%	20.0%	-20.0%	
2016	44.4%	31.6%	-12.8%	11.6%
2017	44.7%	25.3%	-19.4%	-6.3%
2018	44.5%	36.8%	-7.7%	11.5%
2019	45.0%	33.0%	-12.0%	-3.8%
2020				
2021	40.0%	19.7%	-20.3%	-13.3%
2022	41.8%	46.5%	4.6%	26.8%
2023	44.9%	25.9%	-19.0%	-20.6%

5th Grade Math by State and School

Year	State	JH 5th	+/- State	+/- Prior Year
2015	38.0%	33.0%	-5.0%	
2016	37.3%	21.9%	-15.4%	-11.1%
2017	40.1%	26.4%	-13.7%	4.5%
2018	39.8%	26.7%	-13.1%	0.3%
2019	40.0%	30.0%	-10.0%	3.3%
2020				
2021	32.1%	21.1%	-11.0%	-8.9%
2022	33.8%	14.5%	-19.3%	-6.6%
2023	33.5%	25.3%	-8.2%	10.9%

6th Grade Math by State and School

Year	State	JH 6th	+/- State	+/- Prior Year
2015	36.0%	28.0%	-8.0%	
2016	40.2%	41.1%	0.9%	13.1%
2017	38.0%	32.0%	-6.0%	-9.1%
2018	39.2%	32.4%	-6.8%	0.4%
2019	39.0%	47.0%	8.0%	14.6%
2020				
2021	31.5%	19.2%	-12.3%	-27.8%
2022	32.8%	34.3%	1.5%	15.1%
2023	34.1%	28.2%	-5.9%	-6.1%

7th Grade Math by State and School

Year	State	JH 7th	+/- State	+/- Prior Year
2015	38.0%	30.0%	-8.0%	
2016	51.5%	52.1%	0.6%	22.1%
2017	40.1%	46.4%	6.3%	-5.7%
2018	38.8%	43.0%	4.2%	-3.4%
2019	41.0%	47.0%	6.0%	4.0%
2020				
2021	34.8%	23.8%	-11.0%	-23.2%
2022	35.4%	28.8%	-6.6%	5.0%
2023	34.8%	37.3%	2.5%	8.5%

8th Grade Math by State and School

Year	State	JH 8th	+/- State	+/- Prior Year
2015	34.0%	48.0%	14.0%	
2016	36.7%	44.4%	7.7%	-3.6%
2017	36.1%	48.1%	12.0%	3.7%
2018	37.4%	54.0%	16.6%	5.9%
2019	36.0%	40.0%	4.0%	-14.0%
2020				
2021	31.4%	43.6%	12.2%	3.6%
2022	30.9%	32.9%	2.0%	-10.7%
2023	32.1%	35.9%	3.8%	3.0%

Class of 2027 Math

Year	% P/A	+/- Prior Year
2023	48.4%	

Class of 2027 Math

Year	% P/A	+/- Prior Year
2022	37.8%	
2023	25.9%	-11.9%

Class of 2026 Math

Year	% P/A	+/- Prior Year
2021	34.4%	
2022	46.5%	12.1%
2023	25.3%	-21.1%

Class of 2025 Math

Year	% P/A	+/- Prior Year
2020		
2021	19.7%	
2022	14.5%	-5.2%
2023	28.2%	13.7%

Class of 2024 Math

Year	% P/A	+/- Prior Year
2019	58.0%	
2020		
2021	21.1%	-36.9%
2022	34.3%	13.2%
2023	37.3%	3.0%

Class of 2023 Math

Year	% P/A	+/- Prior Year
2018	37.8%	
2019	33.0%	-4.8%
2020		
2021	19.2%	-13.8%
2022	28.8%	9.6%
2023	35.9%	7.2%

Class of 2022 Math

Year	% P/A	+/- Prior Year
2017	34.6%	
2018	36.8%	2.2%
2019	30.0%	-6.8%
2020		
2021	23.8%	-6.2%
2022	32.9%	9.1%

*2019-2020 data not available due to remote learning as a result of COVID-19

*2020-2021 data impacted by intermittent partial and full time remote learning as a result of COVID-19

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Student Achievement Data

SCIENCE MSA/CRT All Grades All Students by State, District, and School

Year	State	District	+/- State	+/- Prior Year
2012	60.0%	52.0%	-8.0%	
2013	60.0%	54.0%	-6.0%	2.0%
2014	67.4%	64.3%	-3.1%	10.3%
2015	65.5%	58.8%	-6.7%	-5.5%
2016	67.9%	61.6%	-6.3%	2.8%
2017	69.0%	60.0%	-9.0%	-1.6%
2018	60.0%	68.0%	8.0%	8.0%
2019	69.0%	70.0%	1.0%	2.0%
2020				
2021				
2022	41.6%	33.3%	-8.3%	-36.7%
2023	41.2%	34.0%	-7.2%	0.7%

4th/5th^ Grade Science by State and School

Year	State	East 4th/ JH 5th^	Diff	+/- Prior Year
2012	68.0%	55.0%	-13.0%	
2013	70.0%	54.0%	-16.0%	-1.0%
2014	68.0%	69.0%	1.0%	15.0%
2015	69.0%	52.0%	-17.0%	-17.0%
2016	71.0%	62.0%	-9.0%	10.0%
2017	71.0%	66.0%	-5.0%	4.0%
2018	69.0%	64.0%	-5.0%	-2.0%
2019	69.0%	67.0%	-2.0%	3.0%
2020				
2021^				
2022	43.2%	37.8%	-5.4%	-29.2%
2023	41.3%	36.0%	-5.3%	-1.8%

8th Grade Science by State and School

Year	State	JH 8th	+/- State	+/- Prior Year
2012	66.0%	49.0%	-17.0%	
2013	65.0%	55.0%	-10.0%	6.0%
2014	68.0%	60.0%	-8.0%	5.0%
2015	62.0%	66.0%	4.0%	6.0%
2016	65.0%	62.0%	-3.0%	-4.0%
2017	66.0%	54.0%	-12.0%	-8.0%
2018	67.0%	73.0%	6.0%	19.0%
2019	69.0%	73.0%	4.0%	0.0%
2020				
2021				
2022	40.0%	28.4%	-11.6%	-44.6%
2023	41.0%	32.1%	-8.9%	3.7%

Class of 2026 Science

Year	% P/A	+/- Prior Year
2023	36.0%	
2026		

Class of 2025 Science

Year	% P/A	+/- Prior Year
2022	37.8%	
2025		

Class of 2024 Science

Year	% P/A	+/- Prior Year
2020/2021^		
2024		

Class of 2023 Science

Year	% P/A	+/- Prior Year
2019	67.0%	
2023	32.1%	-34.9%

Class of 2022 Science

Year	% P/A	+/- Prior Year
2018	64.0%	
2022	28.4%	-35.6%

*2019-2020 data not available due to remote learning as a result of COVID-19

*2020-2021 data not avialable due to pilot testing year

^2020-2021 testing Moved from 4th to 5th Grade

*2021-2022 data impacted by intermittent partial remote learning as a result of COVID-19

Evergreen School District No. 50
Home of the Wolverines

STRATEGIC PLANNING
CONTINUOUS IMPROVEMENT SUMMARY
2023-2024

PLAN
(Integrated Strategic Action Plan)
District Five Year Strategic Plan
School Improvement Plans
Teacher Action Plans
District Support for Plans

Evergreen School District No. 50
Home of the Wolverines

DISTRICT STRATEGIC PLAN
2023-2027

EVERGREEN SCHOOL DISTRICT NO. 50
District Goals and Strategic Plan
2023-2027

GOAL 1: To Improve Student Achievement and Learning

Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
a. Design and implement high quality standards-based instruction and learning with high expectations for all students. • 2023: Promote student belonging in daily instruction to build relationships and ensure an inclusive environment for all students. • 2024: Implement high yield strategies in lesson design. • 2025: Implement differentiation strategies. • 2026: Understand executive functioning and promote student self efficacy to engage students in the learning process. • 2027: Create active learning environments that involve exploration, movement, and creativity.	Negative Impact of COVID-19 Global Pandemic across all areas of College, Career, and Citizen Ready indicators **East Evergreen Elementary** ELA Math Sci SS Course 42% 44% 71% 63% aims 47% 54% SBA 41% 42% 90% Attendance: 71% Co-Curricular: 37% Community Service: 0% Work Ethic: 50% **Evergreen Junior High School** ELA Math Sci SS Course 25% 27% 28% 30% aims 65% 70% SBA 38% 31% 34% 90% Attendance: 68% Co-Curricular: 66% Community Service: 3% Work Ethic: 47% **Evergreen Crossroads** ELA Math Sci SS Course 16% 27% 29% 31% aims 23% 36% SBA 15% 23% 90% Attendance: 91% Co-Curricular: 17% Community Service: 100% Work Ethic: 91%	Professional learning for administrators and teachers 2023 Student Belonging Rubrics 2024 Lesson Design Effective Assessment/Grading 2025 Differentiation Common Assessments 2026 Executive Functioning Multiple Sources of Data 2027 Active Learning Environments Formative Assessment Portrait of a Graduate Montana Content Standards with Priority Standards and Proficiency Scales Lesson Plan Template Daily Agenda Postings School Improvement Plans Special Services Implementation EBI, Title I, MTSS, Title I, 504, IDEA Co-Curricular Opportunities Instructional Coaching ELEOT Observations Perception Surveys Cognia Accreditation Engagement Review	Improved performance across all areas of College, Career, and Citizen Ready indicators **East Evergreen Elementary** ELA Math Sci SS Course aims SBA 90% Attendance: Co-Curricular: Community Service: Work Ethic: **Evergreen Junior High School** ELA Math Sci SS Course aims SBA 90% Attendance: Co-Curricular: Community Service: Work Ethic: **Evergreen Crossroads** ELA Math Sci SS Course aims SBA 90% Attendance: Co-Curricular: Community Service: Work Ethic:
b. Design and implement a balanced assessment approach to ensure that all students achieve mastery of content standards. • 2023: Implement effective rubrics and learning goals. • 2024: Implement effective assessment and grading practices. • 2025: Create and implement quality common assessments. • 2026: Analyze multiple sources of student data to plan targeted support for students. • 2027: Use formative assessment to plan for and adjust instruction.			

EVERGREEN SCHOOL DISTRICT NO. 50
District Goals and Strategic Plan
2023-2027

GOAL 2: To Improve Systematic Analysis and Allocation of Resources			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Recruit, train, and retain the most qualified personnel through various opportunities.	Staff Retention Rates • Certified • Classified Unfilled Vacancies • Certified • Classified	New Teacher Support Instructional Coaching Professional Learning Wednesday Early Release Time Staff Recognition	Staff Retention Rates • Certified • Classified Unfilled Vacancies • Certified • Classified
b. Ensure continuity of District operations by developing centralized operational dashboards for all departments that include documentation of critical institutional knowledge and explanation of and instructions for specialized tasks and processes.	Inconsistency across the District in how critical department functions and information are stored, accessed, and transferred Few formalized processes for onboarding for department heads and administrative assistants	Dedicated time for department heads and administrative assistants to compile, document, transfer, and upload critical information	Dashboards Developed • Superintendent's Office: 2023 • Business: • Special Education: • Technology: • Information Systems: • Operations and Facilities: • Food Services:
c. Develop integrated financial and human resource tools, systems, and processes that decrease dependency on specialized knowledge and increase department efficiency.	Redundant information stored in multiple silos causing inconsistencies and significant time duplicating entry and edit work	Centralized Data Storage System Staff Training on New Systems	Integrated Financial Tools: Integrated Human Resources Tools:
d. Provide up-to-date technology tools to enhance student learning and achievement in a safe environment. • Plan and implement hardware rotation. • Increase security monitoring and enhancement. • Automate information technology.	No Rotation Plan Heightened Security Risks for All Sectors Increased Time Required for Network Security	Inventory and Hardware control system Vendor Research and Funding for Security Services Time to Research and Implement Automation Processes	Rotation Plan Implemented: Monitoring and Reporting Systems implemented: Automated Processes Implemented:
e. Upgrade and maintain operations and facilities to provide a safe and desirable learning environment.	Staff Survey Perceptions Maintains facilities that support student learning: 4.35/5 Maintains facilities that contribute to a safe environment: 4.38/5 Secure Education Consultants District Assessment Report 2022 Water Lead Testing Results	Operations and Facilities Projects List Internal and External Annual Health and Safety Inspections	Staff Survey Perceptions Provides facilities that support student learning: Maintains facilities that contribute to a safe environment: Secure Education Consultants District Assessment Report Implemented: Water Lead Testing Results:
f. Provide nutritional meals for all students in a sanitary food preparation environment. • Increase participation rates. • Reduce waste. • Produce self-sustaining revenue. • Continue with successful health inspections and requirements. • Provide cross training for staff. • Build culture and climate.	Participation Rates Breakfast: 42 % Lunch: 74 % Food Services Revenue: $531,481 Food Costs: $198,410 State and Federal Health Inspections and Requirements A+ Semester Check-ins Feedback	Breakfast between Bells Student Surveys Offer versus Serve Use of Commodities Precise Ordering Serv-Safe Training Program Staff Training	Participation Rates Breakfast: % Lunch: % Food Services Revenue: $ Menu Costs: $ State and Federal Health Inspections and Requirements Semester Check-ins

EVERGREEN SCHOOL DISTRICT NO. 50
District Goals and Strategic Plan
2023-2027

GOAL 3: To Improve Climate and Culture			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Ensure best practices and protocols for staff and student social, emotional, and physical safety, health, and well being.	District Priority • Adult Visibility and Supervision Staff Survey Perceptions note desire for shared leadership Student Survey Perceptions note growth needed in student respect, teachers listening to students, having input, equal treatment of students by staff, student choice Parent Survey Perceptions note need for increased communication, parking lot improvement, student discipline Staff Check-ins note challenges with staffing shortages, concern with mental health needs of students Secure Education Consultants District Assessment Report 2022 District and School QRT Logs Injury Rates from Workers' Compensation Claims	District and School Quick Response Teams (QRT) District Emergency Checklist Staff and Student Safety and Support Trainings, Professional Learning, and Documentation Logs School and Safety Protocols and Upgrades School Wide Discipline Plans Evergreen Cares Clinic Campus Entry and Visitor Procedures	District Priority • Adult Visibility and Supervision Staff Survey Perceptions • Student Survey Perceptions • Parent Survey Perceptions • Staff Check-ins • Secure Education Consultants District Assessment Report 2022 District and School QRT Logs Injury Rates from Workers' Compensation Claims
b. Promote clear and open communication and involvement among all stakeholders.	District Priority • Clear and Consistent Procedures and Practices Staff Survey Perceptions noted concerns with staffing shortages, number meetings, and consistent communication Parent Survey Perceptions note need for communication and increased parent involvement	District Policies and Procedures District and School Teams District Communication Platforms (website, social media, constant contact) Family and Community Engagement Plan	District Priority • Clear and Consistent Procedures and Practices Staff Survey Perceptions • Parent Survey Perceptions •

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA

Demographic Data

2023-2024 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	642	57	6	0	2	2	533	42	356	286
	%	100%	9%	1%	0%	0%	0%	83%	7%	55%	45%
Special Education	#	177	9	4	0	2	0	153	9	125	52
	%	28%	5%	2%	0%	1%	0%	86%	5%	71%	29%
MTSS	#	53	2	3	0	0	0	47	1	26	27
	%	8%	4%	6%	0%	0%	0%	89%	2%	49%	51%
Gifted/ Talented	#	20	1	0	0	0	0	18	1	13	7
	%	3%	5%	0%	0%	0%	0%	90%	5%	65%	35%
Free/Reduced Lunch (CEP)	#	642	57	6	0	2	2	533	42	356	286
	%	100%	9%	1%	0%	0%	0%	83%	7%	55%	45%
FIT	#	24	6	1	0	0	0	14	3	14	10
	%	4%	25%	4%	0%	0%	0%	58%	13%	58%	42%
Retained Last Year	#	1	0	0	0	0	0	1	0	0	1
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Certified Staff	#	65	1	0	1	0	0	62	1	16	49
	%	100%	2%	0%	2%	0%	0%	95%	2%	25%	75%
Certified Attrition	#	8	1	0	0	0	0	7	0	1	7
	%	12%	13%	0%	0%	0%	0%	88%	0%	13%	88%
Bachelor Degree	#	16									
	%	25%									
Bachelor +10	#	2									
	%	3%									
Bachelor +20	#	1									
	%	2%									
Bachelor +30	#	7									
	%	11%									
Bachelor +40	#	4									
	%	6%									
Bachelor +50	#	35									
	%	54%									
Master or Above	#	39									
	%	60%									

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50 EAST ELEMENTARY

PROFILE DATA

Demographic Data

2023-2024 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	338	30	3	0	2	2	278	23	186	152
	%	100%	9%	1%	0%	1%	1%	82%	7%	55%	45%
Special Education	#	76	1	2	0	2	0	66	5	52	24
	%	22%	1%	3%	0%	3%	0%	87%	7%	68%	32%
MTSS	#	33	1	2	0	0	0	30	0	18	15
	%	10%	3%	6%	0%	0%	0%	91%	0%	55%	45%
Gifted/ Talented	#	7	0	0	0	0	0	6	1	4	3
	%	2%	0%	0%	0%	0%	0%	86%	14%	57%	43%
Free/Reduced Lunch (CEP)	#	338	30	3	0	2	2	278	23	186	152
	%	100%	9%	1%	0%	1%	1%	82%	7%	55%	45%
FIT	#	16	2	1	0	0	0	12	1	9	7
	%	5%	13%	6%	0%	0%	0%	75%	6%	56%	44%
Retained Last Year	#	1	0	0	0	0	0	1	0	0	1
	%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%
Certified Staff	#	32	0	0	0	0	0	32	0	3	29
	%	100%	0%	0%	0%	0%	0%	100%	0%	9%	91%
Certified Attrition	#	8	1	0	0	0	0	7	0	1	7
	%	25%	13%	0%	0%	0%	0%	88%	0%	13%	88%
Bachelor Degree	#	10									
	%	31%									
Bachelor +10	#	1									
	%	3%									
Bachelor +20	#	0									
	%	0%									
Bachelor +30	#	3									
	%	9%									
Bachelor +40	#	2									
	%	6%									
Bachelor +50	#	16									
	%	50%									
Master or Above	#	19									
	%	59%									

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50 JUNIOR HIGH

PROFILE DATA

Demographic Data

2023-2024 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	264	22	2	0	0	0	221	19	133	131
	%	100%	8%	1%	0%	0%	0%	84%	7%	50%	50%
Special Education	#	61	3	1	0	0	0	53	4	36	25
	%	23%	5%	2%	0%	0%	0%	87%	7%	59%	41%
MTSS	#	20	1	1	0	0	0	17	1	8	12
	%	8%	5%	5%	0%	0%	0%	85%	5%	40%	60%
Gifted/ Talented	#	10	0	0	0	0	0	10	0	6	4
	%	4%	0%	0%	0%	0%	0%	100%	0%	60%	40%
Free/Reduced Lunch (CEP)	#	264	22	2	0	0	0	221	19	133	131
	%	100%	8%	1%	0%	0%	0%	84%	7%	50%	50%
FIT	#	8	4	0	0	0	0	2	2	5	3
	%	3%	50%	0%	0%	0%	0%	25%	25%	63%	38%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Certified Staff	#	22	1	0	0	0	0	20	1	7	15
	%	100%	5%	0%	0%	0%	0%	91%	5%	32%	68%
Certified Attrition	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Bachelor Degree	#	4									
	%	18%									
Bachelor +10	#	1									
	%	5%									
Bachelor +20	#	1									
	%	5%									
Bachelor +30	#	1									
	%	5%									
Bachelor +40	#	2									
	%	9%									
Bachelor +50	#	13									
	%	59%									
Master or Above	#	12									
	%	55%									

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50 CROSSROADS

PROFILE DATA

Demographic Data

2023-2024 Student Enrollment Summary and Faculty Summary

Category		Total	Hispanic/ Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Male	Female
All Students	#	40	5	1	0	0	0	34	0	37	3
	%	100%	13%	3%	0%	0%	0%	85%	0%	93%	8%
Special Education	#	40	5	1	0	0	0	34	0	37	3
	%	100%	13%	3%	0%	0%	0%	85%	0%	93%	8%
MTSS	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Gifted/ Talented	#	3	1	0	0	0	0	2	0	3	0
	%	8%	33%	0%	0%	0%	0%	67%	0%	100%	0%
Free/Reduced Lunch (CEP)	#	40	5	1	0	0	0	34	0	37	3
	%	100%	13%	3%	0%	0%	0%	85%	0%	93%	8%
FIT	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Retained Last Year	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Certified Staff	#	9	0	0	1	0	0	8	0	6	3
	%	100%	0%	0%	11%	0%	0%	89%	0%	67%	33%
Certified Attrition	#	0	0	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Bachelor Degree	#	2
	%	22%
Bachelor +10	#	0
	%	0%
Bachelor +20	#	0
	%	0%
Bachelor +30	#	3
	%	33%
Bachelor +40	#	0
	%	0%
Bachelor +50	#	4
	%	44%
Master or Above	#	6
	%	67%

*Attrition rate is defined as the number of teachers who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

EVERGREEN SCHOOL DISTRICT NO. 50

PROFILE DATA
Demographic Data

2023-2024 Academic Course Scheduling Summary

	PreSchool	Early Kinder	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Percentage
Total Enrollment	11	20	44	61	77	66	59	72	63	72	57	602	100%
Regular Education Enrollment	0	16	35	46	59	51	48	52	47	54	40	448	74%
Gifted Education Enrollment	0	0	0	0	0	3	4	1	4	1	4	17	3%
Special Education Enrollment	11	4	9	15	18	12	7	19	12	17	13	137	23%
Total Course Sections	2	1	5	7	7	6	4	15	14	16	13	90	100%
Regular Education Sections	0	0	3	4	4	3	2	8	7	2	3	36	40%
Accelerated Education Sections	0	0	0	0	0	0	0	0	0	1	1	2	2%
Special Education Sections	2	1	2	3	3	3	2	7	7	13	9	52	58%
Instructional Support Services Sections	2	1	1	1	1	1	1	2	2	5	3	20	38%
Co-Teach Sections	0	0	0	1	1	1	1	2	2	5	3	16	31%
Resource Sections	0	0	0	0	0	0	0	0	0	0	0	0	0%
Self-Contained Sections	0	0	1	1	1	1	0	3	3	3	3	16	31%

EVERGREEN SCHOOL DISTRICT NO. 50 EAST ELEMENTARY

PROFILE DATA
Demographic Data

2023-2024 Academic Course Scheduling Summary

	PreSchool	Early Kinder	Kinder	1st	2nd	3rd	4th	Total	Percentage
Total Enrollment	11	20	44	61	77	66	59	338	100%
Regular Education Enrollment	0	16	35	46	59	51	48	255	75%
Gifted Education Enrollment	0	0	0	0	0	3	4	7	2%
Special Education Enrollment	11	4	9	15	18	12	7	76	22%
Total Course Sections	2	1	5	7	7	6	4	32	100%
Regular Education Sections	0	0	3	4	4	3	2	16	50%
Accelerated Education Sections	0	0	0	0	0	0	0	0	0%
Special Education Sections	2	1	2	3	3	3	2	16	50%
Instructional Support Services Sections	2	1	1	1	1	1	1	8	50%
Co-Teach Sections	0	0	0	1	1	1	1	4	25%
Resource Sections	0	0	0	0	0	0	0	0	0%
Self-Contained Sections	0	0	1	1	1	1	0	4	25%

EVERGREEN SCHOOL DISTRICT NO. 50 JUNIOR HIGH						
PROFILE DATA **Demographic Data**						
2023-2024 Academic Course Scheduling Summary						
	5th	6th	7th	8th	Total	Percentage
Total Enrollment	72	63	72	57	264	100%
Regular Education Enrollment	52	47	54	40	193	73%
Gifted Education Enrollment	1	4	1	4	10	4%
Special Education Enrollment	19	12	17	13	61	23%
Total Course Sections	15	14	16	13	58	100%
Regular Education Sections	8	7	2	3	20	34%
Accelerated Education Sections	0	0	1	1	2	3%
Special Education Sections	7	7	13	9	36	62%
Instructional Support Services Sections	2	2	5	3	12	33%
Co-Teach Sections	2	2	5	3	12	33%
Resource Sections	0	0	0	0	0	0%
Self-Contained Sections	3	3	3	3	12	33%

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

DISTRICT GOALS
AND
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2023-2024

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2023-2024

STUDENT ACHIEVEMENT GOALS – ELA/LITERACY

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment/MAST					
		Fall 2023 Actual %	Spring 2024 Goal %	Prior Grade 2022-2023 Actual %			Current Grade 2023-2024 Goal %		
		All	All	All	White	SWD	All	White	SWD
K	N	67%	5%						
	NP	24%	20%						
	P	9%	70%						
	A	0%	5%						
1st	N	65%	10%						
	NP	6%	15%						
	P	22%	65%						
	A	7%	10%						
2nd	N	60%	10%						
	NP	20%	18%						
	P	19%	65%						
	A	1%	7%						
3rd	N	40%	10%	38%	42%	64%	10%	15%	25%
	NP	25%	15%	19%	19%	21%	15%	20%	25%
	P	32%	65%	28%	25%	7%	65%	55%	45%
	A	3%	10%	15%	15%	7%	10%	10%	5%
4th	N	25%	5%	51%	55%	73%	5%	15%	25%
	NP	20%	15%	28%	27%	17%	15%	20%	25%
	P	41%	60%	11%	10%	5%	60%	50%	43%
	A	14%	20%	10%	8%	5%	20%%	15%	7%

N – Novice
NP – Nearing Proficient
P – Proficient
A – Advanced

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2023-2024

STUDENT ACHIEVEMENT GOALS – MATHEMATICS

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment/MAST					
		Fall 2023 Actual %	Spring 2024 Goal %	Prior Grade 2022-2023 Actual %			Current Grade 2023-2024 Goal %		
		All	All	All	White	SWD	All	White	SWD
K	N	64%	10%						
	NP	20%	20%						
	P	16%	70%						
	A	0%	0%						
1st	N	49%	10%						
	NP	17%	20%						
	P	31%	60%						
	A	3%	10%						
2nd	N	48%	10%						
	NP	26%	20%						
	P	25%	65%						
	A	1%	5%						
3rd	N	48%	10%	28%	30%	64%	10%	15%	25%
	NP	13%	20%	23%	26%	14%	20%	20%	25%
	P	38%	65%	33%	25%	14%	65%	55%	50%
	A	1%	5%	16%	19%	8%	5%	10%	0%
4th	N	22%	10%	51%	53%	81%	20%	15%	25%
	NP	20%	10%	25%	25%	14%	20%	20%	25%
	P	41%	60%	20%	19%	0%	55%	55%	45%
	A	17%	20%	4%	3%	5%	5%	10%	5%

N – Novice
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EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2023-2024 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 small group instructional strategies. b. Identify priority standards and develop proficiency scale rubrics to effectively use daily agenda postings.	2022-2023 Small Group Instruction • Not measured 2022-2023 Course Proficiency • ELA: 42.4% • Math: 44.3% Fall 2023 aimswebPlus Proficiency: • ELA: 24.9% • Math: 35.1% 2022-2023 Smarter Balanced Proficiency • ELA State: 45.0 East: 31.7% • ELA 3rd State: 43.2% East 43.8% • ELA 4th State 46.3% East 22.2% • Math State: 37.5% East: 35.9% • Math 3rd State 45.3% East 48.4% • Math 4th State 44.9% East 25.9% 2022-2023 ELEOT Observations • Equitable Learning: 3.17 • High Expectations: 3.16 • Supportive Learning: 3.36 • Active Learning: 3.06 • Progress Monitoring: 3.05	Structured Monthly Grade Level Planning Meetings Consistent Collaboration with Instructional Coach • Data Analysis • Effective Lesson Design • Daily Agenda postings • Small group strategies Progress Monitoring in aimswebPlus Monthly Professional Learning focused on Sense of Belonging and Rubrics Monthly EBI/MTSS meetings with Whole Child Skill and Executive Functioning Skill Development Monthly spotlight on effective small group instruction routines and strategies.	2023-2024 Increased implementation of Small Group Instruction • Observation Feedback 2023-2024 Increased Course Proficiency • ELA: • Math: 2023-2024 Increased aimswebPlus Proficiency • ELA: • Math: 2023-2024 ELEOT Observations Increases in • Equitable Learning • High Expectations • Supportive Learning • Active Learning • Progress Monitoring

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2023-2024 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. Promote effective use of paraprofessionals to support students' academic and behavioral needs.	2022-2023 Schoolwide Discipline Plan • Inconsistent Implementation 2022-2023 Staff Survey Perceptions • Teaching and Assessing for Learning: 3.96/5 • Governance and Leadership: 4.11/5 • Resources and Support Systems: 4.18/5 • Using Results for Continuous Improvement: 4.14/5 2022-2023 Student Survey Perceptions • In my school students treat adults with respect: 2.26/3 • In my school I am treated fairly: 2.39/3 • My teachers listen to me: 2.42/3 • My teachers use different activities to help me learn: 2.33/3 • My teachers always help me when I need them: 2.50/3 • My principal asks me what I think of school: 2.13/3 2022-2023 Infinite Campus • Office Referrals: 131 2022-2023 Attendance • Students Missing 15 or More Days: 147	Systemic Approach to Addressing Student Behavior Needs Staff Implementation of differentiated small group instruction Analyze student data and intentionally plan for individualized student needs Utilize paraprofessionals to work with small groups of students to meet differentiated needs Teachers and Paraprofessional Weekly Debrief Meeting Times to Reflect and Problem Solve Through data analysis, review and revise paraprofessional schedules to meet student needs	2023-2024 Schoolwide Discipline Plan • Implemented Revised Schoolwide Discipline Plan 2023-2024 Improved Staff Survey Perceptions • Teaching and Assessing for Learning: • Governance and Leadership: • Resources and Support Systems: • Using Results for Continuous Improvement: 2023-2024 Improved Student Survey Perceptions • In my school students treat adults with respect: • In my school I am treated fairly: • My teachers listen to me: • My teachers use different activities to help me learn: • My teachers always help me when I need them: • My principal asks me what I think of school: 2022-2023 Improved Infinite Campus • Office Referrals: 2022-2023 Attendance • Decrease of Students Missing 15 or More Days:

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2023-2024 District Goals and School Improvement Plan

GOAL 3: To Improve Climate and Culture

Research-Based Strategies	Evidence of Need	Professional Learning/Resources Needed	Evidence of Progress
a. Develop and implement meaningful opportunities and experiences for staff and students to develop leadership skills. b. Implement revised schoolwide discipline plan to promote reflection and implement behavior plans into classroom management strategies.	2022-2023 Student Survey Perceptions • In my school students treat adults with respect: 2.26/3 • In my school I am treated fairly: 2.39/3 • My teachers listen to me: 2.42/3 • My teachers use different activities to help me learn: 2.33/3 • My teachers always help me when I need them: 2.50/3 • My principal asks me what I think of school: 2.13/3 2022-2023 Staff Survey Perceptions • Teaching and Assessing for Learning: 3.96/5 • Governance and Leadership: 4.11/5 • Resources and Support Systems: 4.18/5 • Using Results for Continuous Improvement: 4.14/5 2023-2024 Staff Meeting Agendas • averaged 4 staff members sharing at monthly staff meetings • Nov and Jan PIR Days: 17 staff members presented 2022-2023 Schoolwide Discipline Plan • Inconsistent Implementation 2022-2023 Infinite Campus • Office Referrals: 131 2022-2023 Attendance • Missing 15+ Days: 147	Process for Effective Collaboration and Feedback Scheduled Collaboration Time • EBI/MTSS Meetings • Monthly Professional Learning Intentional planning for student leadership opportunities in the school Systemic Approach to Addressing Student Behavior Needs Staff Implementation of Schoolwide Positive Behavior Processes and Procedures Analyze Review 360 data monthly Utilize Problem Solving Team meetings to support staff with student behavior needs	2023-2024 Student Survey Perceptions • In my school students treat adults with respect: • In my school I am treated fairly: • My teachers listen to me: • My teachers use different activities to help me learn: • My teachers always help me when I need them: • My principal asks me what I think of school: 2023-2024 Improved Staff Survey Perceptions • Teaching and Assessing for Learning: • Governance and Leadership: 2023-2024 Staff Agendas • Increased Leadership Opportunities Listed: 2022-2023 Schoolwide Discipline Plan • Increased consistency of discipline plan implementation 2022-2023 Reduced Infinite Campus • Office Referrals: 2022-2023 Attendance • Students Missing 15+ Days:

EVERGREEN SCHOOL DISTRICT NO. 50
EAST EVERGREEN ELEMENTARY SCHOOL
2023-2024 District Goals and School Improvement Plan

Additional Target Areas and/or Information:

1. Administration will monitor student absentee reports and meet with families when students have missed 10 or more days of school.
2. Meet with the instructional coach and assistant principal weekly to mentor and align partnership goals
3. Partner with the assistant activities director to plan family and community engagement events.

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

DISTRICT GOALS
AND
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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2023-2024

STUDENT ACHIEVEMENT GOALS – ELA/LITERACY

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment/MAST					
		Fall 2023 Actual %	Spring 2024 Goal %	Prior Grade 2022-2023 Actual %			Current Grade 2023-2024 Goal %		
		All	All	All	White	SWD	All	White	SWD
5th	N	42%	28%	49%	55%	76%	37%	41%	68%
	NP	17%	20%	29%	29%	24%	33%	33%	29%
	P	32%	40%	10%	10%	0%	15%	18%	3%
	A	9%	12%	12%	6%	0%	15%	8%	0%
6th	N	15%	6%	42%	45%	69%	28%	33%	63%
	NP	12%	15%	21%	20%	13%	26%	23%	15%
	P	56%	60%	18%	14%	13%	24%	19%	15%
	A	17%	19%	19%	22%	6%	22%	25%	7%
7th	N	22%	11%	36%	40%	78%	24%	30%	74%
	NP	18%	23%	29%	28%	17%	33%	30%	20%
	P	46%	50%	31%	29%	4%	37%	35%	6%
	A	14%	16%	4%	3%	0%	6%	5%	0%
8th	N	25%	15%	32%	31%	67%	20%	20%	60%
	NP	7%	9%	29%	31%	27%	33%	35%	30%
	P	41%	47%	31%	31%	7%	37%	37%	10%
	A	27%	29%	8%	6%	0%	10%	8%	0%

N – Novice
NP – Nearing Proficient
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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2023-2024

STUDENT ACHIEVEMENT GOALS – MATHEMATICS

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment/MAST					
		Fall 2023 Actual %	Spring 2024 Goal %	Prior Grade 2022-2023 Actual %			Current Grade 2023-2024 Goal %		
		All	All	All	White	SWD	All	White	SWD
5th	N	42%	32%	48%	52%	88%	43%	38%	78%
	NP	14%	18%	25%	26%	12%	20%	32%	20%
	P	38%	42%	22%	21%	0%	30%	26%	2%
	A	6%	8%	5%	2%	0%	7%	4%	0%
6th	N	25%	22%	42%	43%	56%	35%	26%	43%
	NP	27%	22%	32%	31%	13%	28%	39%	20%
	P	36%	42%	19%	20%	6%	27%	27%	10%
	A	12%	14%	7%	6%	25%	10%	8%	27%
7th	N	35%	26%	42%	43%	65%	24%	28%	52%
	NP	20%	25%	31%	28%	22%	40%	35%	30%
	P	37%	40%	13%	13%	9%	20%	20%	12%
	A	8%	9%	14%	16%	4%	16%	17%	6%
8th	N	24%	17%	27%	29%	73%	16%	16%	63%
	NP	18%	15%	37%	35%	20%	42%	41%	25%
	P	40%	48%	15%	14%	7%	20%	20%	10%
	A	18%	20%	20%	22%	0%	22%	23%	2%

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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2023-2024

STUDENT ACHIEVEMENT GOALS – SCIENCE

Montana Science Assessment (MSA)

Grade Level	Achievement Level	Montana Science Assessment (MSA)					
		2022-2023 Actual %			2023-2024 Goal %		
		All	White	SWD	All	White	SWD
5th	N	29%	31%	50%	22%	22%	43%
	NP	35%	34%	31%	37%	37%	35%
	P	25%	23%	13%	28%	28%	15%
	A	11%	12%	6%	13%	13%	15%
8th	N	21%	19%	58%	13%	13%	46%
	NP	48%	48%	0%	52%	52%	10%
	P	23%	24%	33%	25%	25%	36%
	A	8%	9%	8%	10%	10%	8%

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EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2023-2024 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 intentional small group instructional strategies. b. Increase teacher clarity through posting of daily agendas and aligning priority standards and proficiency scale rubrics with current scope and sequences.	2022-2023 ELEOT Observations • Learners engage in differentiated learning opportunities and/or activities that meet their needs: 3.37 out of 4.0 2022-2023 ELA Proficiency Course Aimsweb SBA 5th 16% 53% 37% 6th 30% 59% 36% 7th 25% 67% 39% 8th 27% 68% 40% 2022-2023 Math Proficiency Course Aimsweb SBA 5th 17% 55% 25% 6th 30% 53% 28% 7th 34% 77% 37% 8th 26% 70% 36% 2022-2023 Course Proficiency Science Social Studies 5th 29% 29% 6th 30% 42% 7th 38% 20% 8th 16% 25% 2022-2023 Administrative Observations • Small Group Instruction utilized sporadically Daily Agenda Postings: • Administration observations in ELEOTs: Sporadic use of daily agenda within instruction Alignment of Priority Standards: • Not completed in 2022-2023 Use of Proficiency Rubrics: • Not completed in 2022-2023	Dedicated time at staff meetings to share out intentional planning pieces for small group instruction and the academic achievement outcome from intentional implementation Use of daily agendas by classroom teachers in instruction both at the beginning of the lesson and the closure of the lesson Feedback to staff regarding small group instructional strategies implementation from administrative walkthroughs Modeling of various structures of small group instruction during professional learning to demonstrate effectiveness and applicability across subject areas	2023-2024 ELEOT Observations Increase in • Learners engage in differentiated learning opportunities and/or activities that meet their needs: 2023-2024 ELA Proficiency Course Aimsweb MAST 5th 6th 7th 8th 2023-2024 Math Proficiency Course Aimsweb MAST 5th 6th 7th 8th 2023-2024 Course Proficiency Science Social Studies 5th 6th 7th 8th 2023-2024 Administrative Observations • Increased use of small group instructional strategies Administrative Observations In ELEOTs of Daily Agenda Postings • Posted: • Utilized in Instruction: Completion of Priority Standards: • Completed: Creation of Proficiency Rubrics: • Completed:

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2023-2024 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 all staff to effectively collaborate to address students' academic and behavioral needs.	2022-2023 Student Referrals • Counselor: 528 • Behavior Specialist: 70 • Intermountain: 20 2022-2023 Suicide Screenings • Counselor: 21 • Behavior Specialist :1 2022-2023 Student Higher level of Care Placements • Placements: 28 2022-2023 Review 360 Data • Incidents: 1,200 • Office Referrals: 485 • Teacher Managed: 715 • 65% of incidents within classroom setting • 31% of Incidents blatant Disrespect 2022-2023 Student Reflection/Behavior Plans • Reflections Plans: 11 • Behavior Plans: 9 Parent Perception Surveys • Students behaviors are taking away from others' learning 2022-2023 MTSS • Number of Identified MTSS students : Inaccurate Data 2022-2023 PST Meetings • Data not Collected	Tiered Levels of Student Support (MTSS) Use of Reflection/Behavior Plans Defined procedures for accessing student support by counselor, and Intermountain Personnel Review Reflection/Behavior Plan Staff Requirements in Correlation to Review 360 Review of Master Schedule to determine best use of staffing within classroom settings	2023-2024 Decrease in Student Referrals • Counselor • Intermountain 2023-2024 Decrease in Suicide Screenings: • Counselor: 2023-2024 Decrease in Student Higher level of Care Placements: • Placements: 2023-2024 Decrease in Review 360 Data: • Incidents • Office Referrals • Teacher Managed • Incidents in Classroom Setting: • Blatant Disrespect incidents: 2023-2024 Decrease in Student Reflection/Behavior Plans • Reflection Plans • Behavior Plans Parent Perception Survey: 2023-2024 MTSS • Number of identified MTSS students: 2023-2024 PST Meetings • Number Held:

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2023-2024 District Goals and School Improvement Plan

GOAL 3: To Improve Climate and Culture			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Implement a focused and comprehensive approach to teaching respect. b. Integrate reflection and behavior plans into classroom management strategies.	2022-2023 Review 360 Data: • Incidents: 1,200 • Office Referrals: 485 • Teacher Managed: 715 • 65% of Incidents in Classroom Setting • 31% of Incidents Blatant Disrespect 2022-2023 Student Reflection/Behavior Plans • Reflection Plans: 11 • Behavior Plans: 9 2022-2023 Step Hearings • Step 2 Hearings: 13 • Step 3 Hearings: 6 2022-2023 Student Survey Perception Comments • 36% of Students Treat Others with Respect • 24% of Students Treat Staff with Respect • 22% of Students Treat Others' Property with Respect 2022-2023 Classroom lesson on Respect • Not Tracked	MTSS Team to plan monthly lessons on respect Reflection/Behavior Plan creation and implementation support for staff Shared responsibility for creation/implementation of reflection/behavior plans Monthly targeted review of student behavior in Review360 at staff meetings	2023-2024 Decrease Review 360 Data: • Incidents: • Office Referrals: • Teacher Managed: • Incidents in Classroom Setting: • Blatant Disrespect incidents: 2023-2024 Decrease in Student Reflection/Behavior Plans • Reflection Plans: • Behavior Plans: 2023-2024 Decrease in Step Hearings • Step 2 Hearings: • Step 3 hearings: 2022-2023 Student Survey Perception Comments • Respect for Others: • Respect for Staff: • Respect for Others Property: 2023-2024 Classroom Lessons on Respect: • Lessons Taught:
c. Create an inclusive and supportive environment where everyone belongs and feels valued, respected, and connected.	2022-2023 Staff Semester Check-Ins • Staff report that the staff lacks a cohesiveness where everyone shares the workload 2022-2023 Individual Staff Meeting Input • Lack of willingness for staff to speak their mind amongst each other when difficult situations arise 2022-2023 Students Missing 15 days or more: 123 students	Dedicated time for collaborative work at staff meetings Administrative leadership to support activities (Principal, Assistant Principal, Instructional Coach)	2023-2024 Staff Semester Check-Ins • Increase in Staff Reports on Climate and Culture with regards to all staff feeling valued and workload is shared amongst all staff 2023-2024 Individual Staff Meeting Input • Increase in Collaborative Work with Co-teachers, Specialists, and Team Members 2023-2024 Decrease in Students Missing 15 days or more:

EVERGREEN SCHOOL DISTRICT NO. 50
EVERGREEN JUNIOR HIGH SCHOOL
2023-2024 District Goals and School Improvement Plan

Additional Target Areas and/or Information:

1. Hold intentional attendance meetings with parents when a student reaches 10 days of absenteeism.
2. Meet regularly with assistant principal and instructional coach to support staff within instructional practice.

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

DISTRICT GOALS
AND
SCHOOL IMPROVEMENT PLAN
2023-2024

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
DISTRICT GOALS AND SCHOOL IMPROVEMENT PLAN
2023-2024

STUDENT ACHIEVEMENT GOALS – ELA/LITERACY

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment/MAST					
		Fall 2023 Actual %	Spring 2024 Goal %	Prior Grade 2022-2023 Actual %			Current Grade 2023-2024 Goal %		
		All	All	All	White	SWD	All	White	SWD
CR	N	43%	28%	60%	88%	100%	45%	90%	100%
	NP	28%	33%	25%	90%	100%	35%	95%	100%
	P	23%	29%	13%	80%	100%	16%	85%	100%
	A	8%	10%	3%	100%	100%	4%	100%	100%

STUDENT ACHIEVEMENT GOALS – MATHEMATICS

aimswebPlus Assessments (awP) and Smarter Balanced Assessment (SBA)

Grade Level	Achievement Level	aimswebPlus Assessments		Smarter Balanced Assessment/MAST					
		Fall 2023 Actual %	Spring 2024 Goal %	Prior Grade 2022-2023 Actual %			Current Grade 2023-2024 Goal %		
		All	All	All	White	SWD	All	White	SWD
CR	N	55%	40%	53%	86%	100%	40%	90%	100%
	NP	23%	28%	25%	90%	100%	30%	95%	100%
	P	15%	22%	10%	75%	100%	15%	85%	100%
	A	8%	10%	13%	100%	100%	15%	100%	100%

STUDENT ACHIEVEMENT GOALS – SCIENCE

Montana Science Assessment (MSA)

Grade Level	Achievement Level	Montana Science Assessment (MSA)					
		2022-2023 Actual %			2023-2024 Goal %		
		All	White	SWD	All	White	SWD
CR	N	57%	80%	100%	41%	100%	100%
	NP	7%	100%	100%	15%	100%	100%
	P	29%	50%	100%	34%	90%	100%
	A	7%	100%	100%	10%	100%	100%

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P – Proficient
A – Advanced

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2023-2024 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 daily agenda postings to promote communication of learning objectives, expectations, assessment rubrics, and instructional processes. b. Create and use priority standards and proficiency scale rubrics to guide instruction.	2022-2023 Course Proficiency • ELA: 15.6% • Math: 26.7% • Science: 28.6% • Social Studies: 31.1% 2022-2023 AimswebPlus Proficiency • ELA: 22.7% • Math: 35.6% 2022-2023 Smarter Balanced Proficiency • ELA State: 46.15% CR: 15% • Math State: 36.54% CR: 22.5% 2022-2023 ELEOT Data • High Expectations: 3.38/4 • Active Learning: 3.32/4 • Progress Monitoring: 3.24/4	Professional learning on daily agenda expectations to include date, standard, essential question, agenda, and upcoming events. Professional learning time for classroom teachers to target assessment strategies in determining if students can answer the posted essential questions. Progress monitoring using aimsweb and MAST assessment data. Time at staff meetings to review examples of daily agendas for discussion and feedback. Teacher collaboration with instructional coach in analyzing student data, lesson planning, and assessment strategies. Monthly professional development on how rubrics can be an effective tool for learning and assessing.	2023-2024 Increased Course Proficiency • ELA: • Math: • Science: • Social Studies: 2023-2024 Increased aimswebPlus Proficiency • ELA: • Math: 2023-2024 MAST Proficiency • ELA: • Math: 2023-2024 Increased ELEOT Observations scores in the following areas • High Expectations: • Active Learning: • Progress Monitoring:

GOAL 2: To Improve Systematic Analysis and Allocation of Resources			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Implement effective small group instruction and immediate formative feedback strategies.	2022-2023 Paraprofessional small group instruction • Not Measured 2022-2023 Lesson planning • Not Measured 2022-2023 ELEOT Observations • Supportive Learning 3.68/4 2022-2023 Course Proficiency • ELA: 15.6% • Math: 26.7% • Science: 28.6% • Social Studies: 31.1% 2023 Fall aimswebPlus Proficiency: • ELA: 30% • Math: 22.5%	Weekly planning with classroom teacher during student social emotional learning time Use of designated small group workspace in each classroom Professional development in small group learning strategies	2023-2024 Paraprofessional small group instruction • Increased use of designated small group workspace in each classroom 2023-2024 Lesson planning • 2023-2024 ELEOT Observations • Supportive Learning: 2023-2024 Increased Course Proficiency: • ELA: • Math: • Science: • Social Studies: 2023-2024 Increased aimswebPlus Proficiency: • ELA: • Math:

EVERGREEN SCHOOL DISTRICT NO. 50
FLATHEAD CROSSROADS PROGRAM
2023-2024 District Goals and School Improvement Plan

GOAL 3: To Improve Climate and Culture			
Research-Based Strategies	**Evidence of Need**	**Professional Learning/Resources Needed**	**Evidence of Progress**
a. Create a sense of belonging using meaningful school-based activities.	2022-2023 ELEOT Observations • Equitable Learning 3.65/4 2022-2023 Family Involvement • Six events with 55% participation 2022-2023 Staff Semester Check-Ins • Need a rotation in leadership responsibilities to build confidence • Need clear expectations for paraprofessionals 2022-2023 Parent Perception Survey • Need more after school activities and communication on academic progress • Need more communication on upcoming events	Staff collaboration to create opportunities for family involvement Remind app Social media communication Constant Contact messages Flyers for students to take home Budget to support the activities Rotation of leadership opportunities Paraprofessional training opportunities on early release Wednesdays	2023-2024 ELEOT Observations • Increase in Equitable Learning 2023-2024 Increased Family Involvement • 2023-2024 Staff Semester Check-Ins • 2023-2024 Parent Perception Survey • 2023-2024 Student Perception Survey •
b. Implement consistent practices to report individual and schoolwide behavior data.	2022-2023 Activity Restrictions • Total Restrictions: 831 Activity Restrictions Compared to 134 reported in Infinite Campus 2022-2023 ELEOT Observations • Well Managed Learning 3.50/4	Staff Training with consistent practice on behavior forms Morning meeting and staff time to analyze behavior data and create positive solutions and outcomes to address areas of concerns.	2023-2024 Activity Restrictions • Total Restrictions Compared to Infinite Campus: 2023-2024 ELEOT Observations • Well Managed Learning:

EVERGREEN SCHOOL DISTRICT NO. 50
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2023-2024 District Goals and School Improvement Plan

Additional Target Areas and/or Information:

1. Create and maintain meeting norms for morning meetings.
2. Construct procedures to ensure proper special education case management.

Name: Date: Subject/Grade Taught:

SMART Goal Action Plan

Complete the chart below based on your specific growth target. Your growth target must be about how you are going to improve your skills that will impact student success based on the following topics:

Instruction: Student Belonging
Assessment: Rubrics

S	Is My Goal Specific?	What is my specific professional growth target? What do I want to accomplish?
M	Is My Goal Measurable?	What specific data will I collect to track and monitor my progress toward this goal? How will I know when my specific goal is met?
A	Is My Goal Attainable?	Is my goal reasonable? What specific steps do I need to take to accomplish this goal? What support and resources will I need to accomplish my goal?
R	Is My Goal Results Focused?	If I meet my goal, what results do I expect to see? What is the specific outcome I hope to see? How will my success in meeting my improvement goal impact student success?
T	Is My Goal Timely?	How often will I review data and monitor my progress? What is my timeframe for accomplishing my goal?

Overview of SMART Goal and SMART Goal Reflection Items

Purpose of SMART Goal:

Each certified staff member creates a personal SMART Goal related to their school's improvement plan for the year. The SMART Goal will include how you are going to improve your skills to impact student success. Complete your SMART Goal from the template within your Professional Learning Google Classroom. Your SMART Goal is due on Friday, October 6, 2023.

Purpose of SMART Goal Reflection:

"Reflection is a basic part of teaching and learning. It aims to make you more aware of your own professional knowledge and action by "challenging assumptions of everyday practice and critically evaluating practitioners" own responses to practice situations (Finlay, 2008)." *Cambridge International Teaching and Learning Team*

You will complete three(3) reflective activities related to your SMART Goal this school year; one activity for each quarter prior to the dates listed below.

- Quarter 1: November 1, 2023
- Quarter 2: January 19, 2024
- Quarter 3: March 22, 2024

Reflection Activities:

Type of Reflection	Number to Complete	Directions and Information
Swivl Reflection	**2**	**Goal:** **to reflect on the current reality of classroom instruction and impact of SMART goal** **Directions:** • Schedule to use your grade-level's Swivl device • Record a minimum of 20 minutes of classroom instruction related to your SMART Goal • Upload Swivl video to Swivl website • Complete SMART Goal Reflection Form for the quarter **linked in the Professional Learning Google Classroom** • At your next instructional coach meeting, you and the coach may discuss your video and SMART Goal progress
Collegial Visit	**1**	**Goal:** to observe and learn from peers to better support your own classroom instruction and management **Directions:** • Pre-schedule a date and time to observe a teacher of your choice. Please plan to stay for at least 30 minutes. • Please try to schedule your observation during a prep time, but if coverage of your class is needed please discuss with your building administrator • Complete the digital SMART Goal Reflection Form for the quarter **linked in the Professional Learning Google Classroom** • If you choose, hold a discussion after the observation with the peer if you have questions

If you have any questions, please see your building's instructional coach.
For more information and support you can also access the Staff Digital Resource Page

Video Reflection Questions:

A Taxonomy of Reflection	Questions to Consider	Reflection
Remembering: What did I do?	• What was the lesson? • Did it address all the content? • Did the lesson move students towards mastery of the concepts and skills addressed in the objective/learning target? • How do I think the class went? • What do I think worked very well in this class? • How can I use what worked well in my next class? • Did the chosen instructional strategy(ies) meet the students' learning target? How do I know?	
Understanding: What was important about what I did? Did I meet my goal(s)?	• Did the goals of the lesson connect with the previous / next unit of study? • Where does this unit fit into the curriculum? • Did I follow best practices and address the standards? • Did the lesson clearly connect to the identified generalization (big idea)?	
Applying: When did I do this before? Where could I use this again?	• Did I build on content, product, or process from previous lessons? • How does this lesson scaffold the learning for the next lesson? • How could I adapt the instructional approach to another lesson? • If I teach the same lesson again, what would I do differently? • What would I do the same way? • What are the primary, core instructional strategies that I use regularly? Are these effective? Why do I use them?	
Analyzing: Do I see any patterns or relationships in what I did?	• What background knowledge and skills did I assume students were bringing to the lesson? • Were the instructional strategies I used the right ones for this assignment? • Do I see patterns in my teaching style - for example do I comment after every student reply? • What were the results of the approach I used - was it effective, or could I have eliminated or reorganized steps? • Did I alter my instructional plan (instructional strategies and/or activities) as I taught the lesson? Why/why not?	
Evaluating: How well did I do? What worked? What do I need to improve?	• What are we learning and is it important? • Were my assumptions about student background knowledge and skills accurate? • Were any elements of the lesson more effective than other elements? • Did some aspects need improvement? • What levels of mastery did students reach? • What have I learned about my strengths and my areas in need of improvement? • What opportunities are there for improvement? • Were the students productively engaged? How do I know?	
Creating: What should I do next? What's my plan / design?	• How would I incorporate the best aspects of this lesson in the future? • What changes would I make to correct areas in need of improvement? • How can I best use my strengths to improve? • What steps should I take or resources should I use to meet my challenges? • Is there training or networking that would help me to meet my professional goals? • What new ideas have I tried in my classroom lately to keep myself energized about teaching?	

Classroom Observation Questions:

Questions	Reflection
Date of Observation?	
Teacher Observed?	
Subject Observed?	
What are 3 takeaways from observing in the classroom? Explain.	
How did this observation support your SMART Goal for 2022-2023? Explain.	
Reflecting on your observation, your 3 takeaways, and your SMART Goal, what are your "next steps"? Explain.	

Support for Reflective Practices from Marzano's Book, Becoming a Reflective Teacher:

Teachers can watch video recordings of their lessons as a way to obtain focused feedback on their use of instructional strategies in the classroom.

Self-observation using video recordings is a valuable tool that allows a teacher to compare his or her self-expectations with actual performance in the classroom. Research indicates that video data are most beneficial when a teacher focuses on specific elements of instruction. Rather than trying to examine all aspects of a lesson at once, a teacher can purposefully observe the use of particular strategies to gain insight into which aspects still need improvement and which have the desired effect on students. After a teacher reviews video data, he or she can reflect on the recordings and generate ideas for future improvements (pp. 62–63).

Observing and discussing teaching is an important element to the development of teaching expertise.

One way teachers might interact would be to view videos of other teachers. It is useful to determine what was done well by the teacher and what was not. Discussing the effective strategies demonstrated in a video segment, as well as strategies that could have or should have been employed, make almost any video segment a useful vehicle for observing and discussing teaching (pp. 75–77).

Deliberate practice is easier when feedback is provided by an outside source, like a coach.

Deliberate practice requires a level of metacognition (knowledge about one's own thinking and performance) that can be difficult to achieve. Therefore, a coach can be very helpful in providing feedback and direction to someone working to develop expertise. A coach is usually someone whose relationship with the individual allows them to give honest and unbiased assessments of the individual's performance and whose knowledge in the field allows them to choose or design practice activities that will be most effective at helping the subject move to higher and higher levels of skill (p. 8).

Evergreen School District

Ever Giving - Ever Growing - Evergreen

Continuous Improvement Support Alignment 2023-2024

District Manuals

District Policies and Procedures

Staff and Student Handbooks and Documents

Evergreen Education Association CBA

Evergreen Classified Association CBA

Strategic Planning

Strategic Planning Continuous Improvement Summary and Five Year Plan

Technology and Digital Learning Plan

East Evergreen Elementary School

School Improvement Plan

Evergreen Junior High School

School Improvement Plan

Evergreen Crossroads

School Improvement Plan

Teacher SMART Goal

SMART Goal Template

Swivl/Collegial Observation

Curriculum, Instruction, and Assessment

District Adopted Curriculum

Scope and Sequences

District and State Assessments

Multi-Tier System of Supports

Triangulation of Data for Student Assessment

Transformational Learning

Curriculum Review Committee

Collaboration and Planning

Staff Meetings

Grade Level Meetings

Data Meetings

Special Education Meetings

Co-Teach Support

Effective Lesson Planning

Daily Agenda Board Postings

Professional Learning

PIR and Professional Learning Days

Professional Learning Overview

Wednesday Early Release Schedule

Book Study

Leadership and Teams

Meeting Schedule and Teams

School Leadership Teams

District Leadership Team

Professional Learning Team

Coaching and Mentoring

New Staff Support

District Coaching Opportunity

Instructional Coaching

Administrative Coaching

Social Emotional Learning and Behavior

Evergreen Behavioral Initiative

Behavior Initiatives

Improved Student Outcomes

Evergreen School District
Professional Learning Five Year Plan 2023-2028
Professional Learning Overview 2023-2024

	Professional Learning Focus Five Year Plan
Year	**Professional Learning Focus**
2023-2024	Instruction: Belonging Assessment: Rubrics
2024-2025	Instruction: Lesson Design Assessment: Effective Assessment/Grading
2025-2026	Instruction: Differentiation Assessment: Common Assessments
2026-2027	Instruction: Executive Functioning Assessment: Multiple Sources of Data
2027-2028	Instruction: Active Learning Environments Assessment: Formative Assessment

2023-2024 Professional Learning Monthly Focus*	
Belonging	**Rubrics**
What is the Impact of Belonging?	Why are Rubrics an Effective Tool for Learning and Assessing?
How Do We Show that We Believe in Student Belonging?	What are Different Types of Rubrics?
How Do We Build Relationships to Support Student Belonging?	What are the Components of an Effective Rubric?
How Does a Safe Environment Support Student Belonging?	How do Rubrics Clarify Expectations and Components of an Assignment?
How Does Consistency Support Student Belonging?	How can Rubrics Support Students in Understanding the Learning Process and Their Progress?
How Do You Build Social and Emotional Competencies to Support Student Belonging?	How Do Rubrics Provide Timely and Detailed Feedback?
How Does Engaging, Student-Centered Instruction Support Student Belonging?	How Do Rubrics Support Self-Assessment?
How Do You Intentionally Plan for Students to Work Together to Support Student Belonging?	How Do Rubrics Support Peer-Assessment?
Year in Review	Year in Review

Professional Learning Implementation				
How Often-TIME	**Grouping**	**Who-TALENT**	**What-TRAINING**	**Notes**
Yearly	District	All Staff	Professional Learning Focus	Determined through District and School Strategic Planning
Yearly	Individual	All Certified Staff	SMART Goal	Based on Professional Learning Focus*
Quarterly	Individual	All Certified Staff	Reflection of Instructional Practices Related to SMART Goal through Video and Collegial Visits	Job Embedded
Weekly	Small Group	Administration and Instructional Coach	Planning and Communication Meeting	Job Embedded
Monthly	District	All Staff	Professional Learning Focus*	Job Embedded (early release for students)
Quarterly	Individual	All Certified Staff	Instructional Coach Meeting/Visits	Job Embedded (during prep/classroom instruction)
Monthly	Grade Level/ Subject	All Certified Staff	Instructional Coach Grade Level Meeting	Job Embedded (during prep)
Monthly	Small Group	All New Certified Staff	Specialized Topics to Support New Teachers	After School
Semester	District	All Certified Staff (others as needed)	PIR: Professional Learning and/or Planning Days	Job Embedded (no school for students)

Evergreen School District
PIR and Professional Learning Survey for 2023-2024
(73 Surveys Completed)

Evergreen Optional August PIR Survey Results (*offered every year)

21 Crisis Prevention Intervention (de-escalation strategies and trauma informed practices - renew every two years)* (August PIR)
33 First Aid/CPR (renew every two years)* (August PIR)
42 Staff and Student Mental Wellness (August PIR)
27 Autism Spectrum: Learning Characteristics, Behaviors, Strategies, and Intervention Ideas (August PIR)
27 Getting Techy With It: Exploring Smartboard Tools, Google Suites, and Digital Resources (August PIR)
27 Trauma-Informed Classroom Management (August PIR)
26 Developing Routines and Exploring Strategies for Differentiation and Small Group Instruction (August PIR)
25 Learning that Lasts: Teacher Clarity and Brain-Based Teaching Principles (August PIR)
24 Belonging: Creating a Learning Community for All (August PIR)
23 Filling the Teacher Toolbox: Reflecting on Practices and Procedures and How it Relates to Behaviors (Common Theme in PIRs)
21 Preventing Bullying and Harassment (August PIR)
20 Relationship-Building (August PIR)
20 Restorative Practices (August PIR)
19 Planning for Growth: Student Goal Setting, Interventions, and Progress Monitoring (August PIR)
19 School Wide Positive Behavioral Interventions Support (PBIS) (Wednesday Early Release)
18 Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline (PIR during Year)
14 Inclusive Practices: Co-Teaching to Benefit All Students (Wednesday Early Release)
14 Letting Students Lead: Redesigning Parent-Teacher Conferences (Wednesday Early Release)

Optional August PIR 2023-2024 Based on Input from Staff Survey (August 1 and 21-24)

(14) Session #1 Tuesday, August 1, 8:00-3:00: "Joyful Instruction" by Eliza Thomas
Looking to reignite your fire for planning and instruction? How do you effectively and efficiently use available curriculum and resources and make it engaging for students? During this session you will learn how to bring JOY back into the classroom for you and your students! Strategies and ideas will be shared around teacher clarity, intentional planning, structures of a lesson, and so much more!

(24) Session #2 Monday, August 21, 8:00-11:00: "Self-Care and Well-Being in the Helping Professions" by Julian Nolen
Licensed Psychologist and Assistant Professor Dr. Nolen will share a presentation that will equip school professionals with meaningful strategies to manage stress, avoid burnout, facilitate positive work environments, and encourage successful student outcomes. Participants can look forward to a thorough exploration of the current evidence-base, as well as opportunities for interactive group activity and practice. Ultimately, this training seeks to create a supportive environment that empowers school staff to cultivate resilience, camaraderie, efficacy, and self-compassion - leading to a more sustainable and fulfilling career in education.

(23) Session #3 Monday, August 21, 12:00-3:00: "Supporting Student Mental Health and Well-Being" by Julian Nolen
Licensed Psychologist and Assistant Professor Dr. Nolen will provide training that is designed to provide school professionals with essential tools and strategies to understand and promote mental health and well-being among diverse student groups. This is an interactive experience that combines engaging didactics, real-world case examples, and collaborative activities designed to support improved well-being at the individual, classroom, and school-wide levels. Participants will leave this training feeling more equipped to recognize, understand and respond to a diverse variety of student mental health concerns - as well as how to facilitate a positive culture and environment in general.

(14) Session #4 Tuesday, August 22, Three Hours Online Prior to Session and 8:00-11:00 in person: "CPI Training" by Abby Barnett and Brandan Barnett
Crisis Prevention Institute training helps school staff learn to handle and prevent agitated behavior as well as improve de-escalation skills and everyone's safety. This is a blended learning course which includes off-site, online simulation learning that must be completed prior to attending the three-hour scheduled in-person session.

(20) Session #5 Tuesday, August 22, 8:00-11:00: "Belonging: Creating a Learning Community for All" by Laurie Barron
Belonging is positively associated with psychological, social, and academic functioning in school, making it critical that we work to create schools and classrooms where students feel they are safe, known, valued, and respected. Implementing intentional practices to increase belonging promotes a more harmonious and positive classroom environment and directly impacts classroom management and student achievement. This session will share practical strategies directly aligned to best practices that help students belong and help teachers better manage classroom environments that create a community of learners and improve student outcomes.

(4) Session #6 Tuesday, August 22, Three Hours Online Prior to Session and 12:00-3:00 in person: "CPI Training" by Abby Barnett and Brandan Barnett

Crisis Prevention Institute training helps school staff learn to handle and prevent agitated behavior as well as improve de-escalation skills and everyone's safety. This is a blended learning course which includes off-site, online simulation learning that must be completed prior to attending the three-hour scheduled in-person session.

(15) Session #7 Tuesday, August 22, 12:00-3:00: "Developing Routines and Exploring Strategies for Differentiation and Small Group Instruction" by Jennifer Doss and Kathy Skinner
Do you feel like you know what differentiation and small group instruction is but sometimes struggle to intentionally plan and fit it all in? Whatever your content area or grade level, this session has something for you! We'll model differentiation and small group instruction within our session to be able to hit topics of importance: lesson structures, creating activities that require limited prepping, interventions, resources, progress monitoring, data collection, and creating procedures and routines that allow you to do the important work of small group instruction.

(23) Session #8 Wednesday, August 23, 8:00-11:00: "Autism Spectrum in Your Classroom: Learning Characteristics, Behaviors, Strategies, and Intervention Ideas" by Jennifer Closson
Jennifer Cosson SLP, CCC is a consultant and a professor at the University of Montana who specializes in addressing the needs of individuals with Autism Spectrum Disorder (ASD). She is also a founder and leader at Camp YETI, which is a summer camp for youth with ASD. During this session, participants will learn about the brain differences of individuals identified with ASD (latest statistics for ASD incidence in the population has grown to one in 36 people) that result in interfering behaviors in schools and classroom settings. Antecedent interventions and research based practices to support learning and functioning within a school based community will be shared.

(14) Session #9 Wednesday, August 23, 8:00-11:00: "Getting Techy With It: Exploring Smartboard Tools, Google Suites, and Digital Resources" by Jennifer Doss
With all things digital in education, it's hard to navigate, choose, create, and implement the right tools and applications into your classroom while not overloading your students with too much technology and screen time. Come and explore some tips, tricks, and timesavers for some of the everyday tools we use (Smart Boards and Google Suites) as well as refresh your brain on some really great resources you may choose to use in your setting. This is a time to learn, explore, and share with colleagues!

(20) Session #10 Wednesday, August 23, 12:00-3:00: "Learning that Lasts: Teacher Clarity and Brain-Based Teaching Principles" by Jim Thompson and Jennifer Doss
Tired of "downloading" information and experiences for your students and wondering why the "save" or "upload" button seems to be missing? Come learn and have fun exploring how our brains work. Delve into how understanding the Pathways of Learning transforms how we plan for engagement, instruction, retention, and application for students of all ages (preschool - 8th grade). Topics will include Pathways of Learning (how our brains receive, process, store and organize information), Calming the Amygdala through targeted and intentional Procedures and Routines, Strategies for Engagement, and Feeding the Hippo(campus).

(22) Session #11 Thursday, August 24, Three Hours Online Prior to Session 12:00-3:00 in person: "First Aid/CPR" by Cynthia Thorsen
This Red Cross First Aid/CPR/AED Adult and Pediatric course helps participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. Upon successful completion of this course, you will receive a digital certificate for Adult and Pediatric First Aid/CPR/AED, which is valid for two years. This is a blended learning course which includes off-site, online simulation learning that must be completed prior to attending the three-hour scheduled in-person skill session.

(15) Session #12 Thursday, August 24, Three Hours Online Prior to Session 4:00-7:00 in person: "First Aid/CPR" by Cynthia Thorsen
This Red Cross First Aid/CPR/AED Adult and Pediatric course helps participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. Upon successful completion of this course, you will receive a digital certificate for Adult and Pediatric First Aid/CPR/AED, which is valid for two years. This is a blended learning course which includes off-site, online simulation learning that must be completed prior to attending the three-hour scheduled in-person skill session.

Evergreen Professional Learning during the School Year (Wednesday Early Releases)
Instructional Strategy: Student Belonging
Assessment Strategy: Rubrics

Evergreen PIR during School PIR (design to be determined based on District possibly receiving grant)
Relationship-Building Activities and Programs
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline
Restorative Practices
Trauma-Informed Classroom Management Training and Programs
Preventing Bullying and Harassment Activities and Programs
Schoolwide Positive Behavioral Interventions Support (PBIS) Activities and Programs

Use of personal or vacation leave during the first five teacher contracted days, on a mandatory PIR day, or during the last twenty pupil instruction days of the year may be granted only at the Superintendent's sole discretion and on a case-by-case basis. If a staff member is absent during one of the nine district-assigned PIR days, appropriate leave time will be deducted from that staff member, and that missed PIR time may not be made up at a different time.

Evergreen School District PIR and Professional Learning 2023-2024			
Date	**Type**	**Time**	**Topic**
Tuesday, August 1	Optional PIR	8:00-11:00 12:00-3:00	"Joyful Instruction"
Monday, August 21	Optional PIR	8:00-11:00 12:00-3:00	"Self-Care and Well-Being in the Helping Professions" "Supporting Student Mental Health and Well-Being"
Tuesday, August 22	Optional PIR	8:00-11:00 12:00-3:00	Crisis Prevention Institute (CPI) Training Crisis Prevention Institute (CPI) Training
Tuesday, August 22	Optional PIR	8:00-11:00 12:00-3:00	"Belonging: Creating a Learning Community for All" "Differentiation and Small Group Instruction"
Wednesday, August 23	Optional PIR	8:00-11:00	"Autism Spectrum in Your Classroom" "Getting Techy With It"
Wednesday, August 23	Optional PIR	12:00-3:00	"Learning that Lasts: Teacher Clarity and Brain-Based Teaching Principles"
Thursday, August 24	Optional PIR	12:00-3:00 4:00-7:00	First Aid/CPR First Aid/CPR
Thursday, August 24	PL	8:00-3:45	New Teacher Orientation (required)
Friday, August 25	PL	8:00-3:45	New Teacher Orientation (required)
Monday, August 28	PIR	8:00-11:00 12:00-3:00	Staff Orientation/Preparation
Tuesday, August 29	PIR	8:00-11:00 12:00-3:00	Staff Orientation/Preparation; Student Experience Day
Ongoing Instructional Coaching	PL		Individual and Team/Grade Level Coaching Student Belonging and Rubrics
Wednesdays Early Release	PL	1:15-3:45	District, School, and Teacher Led Meetings and Professional Learning Student Belonging and Rubrics
Six After School Meetings September - April	Optional PIR	3:45-5:15	Districtwide Professional Learning Book Study (12 hours of PIR Credit)
Thursday, October 19 Friday, October 20	Optional PIR		No School for Students Statewide Professional Learning
Wednesday, November 1	PIR	8:00-11:00 12:00-3:00	No School for Students Student Belonging and Rubrics
Wednesday, November 15	½ PIR	4:00-7:00	Full Day Student Attendance Parent-Teacher Conferences
Thursday, November 16	1½ PIR	8:30-11:30 12-4; 5-7	No School for Students Parent-Teacher Conferences
Monday, January 15	PIR	8:00-11:00 12:00-3:00	No School for Students Student Belonging and Rubrics
Wednesday, February 7	PIR	12:00-4:00 5:00-7:00	No School for Students Parent-Teacher Conferences
Friday, June 7	½ PL	1:00-3:45	½ Day Attendance for Students Teacher Check-Out

Evergreen School District

Pilot for One Year Only (schedule subject to change needed)

DRAFT Early Release* Wednesdays Schedule 2023-2024

East and Crossroads Released at 1:00; Junior High Released at 1:15

Month	Wednesday	Directed by	Activity with Estimated Times (subject to change)		
			1:15-2:30	2:30-3:45	Start at 3:45
August	30	First Day of School	First Day of School - Full Day		
September	6	Building	New Teacher in East Computer Lab		
			SLT at Buildings	Co-Teach Support in Dist Boardroom	
			Other Meetings as Assigned		
	13	District	Safety Trainings	Professional Learning	Staff Meetings
	20	Staff	Collaboration, Planning, Parent Communication		Book Study (optional)
	27	Building	MTSS/EBI	Priority Standards - Proficiency Scales	DLT
			Other Meetings as Assigned		
October	4	Building	New Teacher		
			SLT	Special Education Dept.	
			Other Meetings as Assigned		
	11	District	Priority Standards - Proficiency Scales	Professional Learning	Staff Meetings
	18	Building	MTSS/EBI	Special Education Dept.	
			Other Meetings as Assigned	Priority Standards - Proficiency Scales	
	25	Staff	Collaboration, Planning, Parent Communication		Book Study (optional) DLT (Google Docs)
November	1	District	PIR: 8:00-3:00		
	8	District	SLT	Professional Learning	Staff Meetings
	15	Staff	Collaboration, Planning, Parent Communication		4:00-7:00: PIR PT Conferences
	22	No School	No School		
	29	Building	Special Education Dept.		DLT
			MTSS/EBI		
			Other Meetings as Assigned		
December	6	Building	New Teacher		Book Study (optional)
			SLT		
			Other Meetings as Assigned		
	13	District	Miscellaneous Trainings	Professional Learning	Staff Meetings
	20	Staff	Collaboration, Planning, Parent Communication		DLT (Google Docs)
	27	No School	No School		
January	3	Building	SLT		
			Other Meetings as Assigned		
	10	District	Miscellaneous Trainings	Professional Learning	Staff Meetings
	17	Staff	Collaboration, Planning, Parent Communication		Book Study (optional)
	24	Building	MTSS/EBI	Special Education Dept.	
			Other Meetings as Assigned		
	31	Building		Co-Teach Support	DLT
			Other Meetings as Assigned		
February	7	Staff	(PIR Parent Teacher Conferences:12:00-4:00, 5:00-7:00)		
	14	District	SLT	Professional Learning	Staff Meetings
	21	Staff	Collaboration, Planning, Parent Communication		DLT (Google Docs)
	28		MTSS/EBI	Special Education	
			Other Meetings as Assigned		
March	6	Building	New Teacher		Book Study (optional)
			SLT		
			Other Meetings as Assigned		
	13	District	Miscellaneous Trainings	Professional Learning	Staff Meetings
	20	Staff	Collaboration, Planning, Parent Communication		DLT
	27	No School	No School		
April	3	Building	SLT	Co-Teach Support	
			Other Meetings as Assigned		
	10	District	Miscellaneous Trainings	Professional Learning	Staff Meetings
	17	Staff	Collaboration, Planning, Parent Communication		
	24	Building	MTSS/EBI	Special Education Dept.	DLT (Google Docs)
			Other Meetings as Assigned		
May	1	Building	SLT		Book Study (optional)
			Other Meetings as Assigned		
	8	District	Miscellaneous Trainings	Professional Learning	Staff Meetings
	15	Staff	Collaboration, Planning, Parent Communication		DLT
	22	Building	Planning for Next School Year-Class Lists, etc.		
	29	Building	MTSS/EBI	Special Education Dept.	
			Other Meetings as Assigned		
June	5	Building	MTSS/EBI	SLT	
			Other Meetings as Assigned		

Possible Topics
District
Professional Learning/Collaboration
Miscellaneous Trainings
Building**
Evergreen Behavioral Initiative (EBI)
Multi-tired Systems of Support (MTSS)
Problem Solving Team
Special Education Department
School Leadership Team
New Teacher Support
Co-Teach Support
Priroty Standards and Proficiency Scales
Data Collaboration and Planning
Miscellaneous Trainings
IEPs/504s (if open and no conflict)
Staff
Grade Level/Content Area Collaboration
Planning and Prepping
Parent Communication
No Early Release OR No School
Before/After School***
District Leadership Team
Staff (typically once per month)
Professional Learning Team (Tuesday at 3:45 pm, prior to Professional Learning)
IEPs/504s
Other Meetings as Needed
Association Meetings (EEA/ECA)

*Early Release Instruction: Instruction includes any directed, distributive, collaborative, or work-based or other experiential learning activity provided, supervised, guided, facilitated, or coordinated under the supervision of a teacher that is conducted purposely to achieve content proficiency and facilitate the acquisition of knowledge, skills, and abilities by pupils enrolled in public schools, and to otherwise fulfill their full educational potential.

**Will help limit the number of subs needed during instructional time

***Meetings, both before and after the normal daily schedule, may be called at the discretion of the administrator, and shall be considered a part of the professional duties of teaching.

Certified Staff Other Meetings/Collaborations
Curriculum Trainings/Collaboration Time:
Scope and Sequence-Prioritizing Standards
Curriculum Training - Core/Supplementary
Content and Grade Level Collaboration
Instruction Trainings/Collaboration
Small Group/Interventions Training
Problem Solving Team/MTSS Work
District Professional Learning Follow-Up
SMART Goal Reflection Support
Behavior Training/Collaboration
Review 360
Behavior Plan/Reflection Plans
Special Education Trainings/Collaboration
Co-Teaching/Paraprofessionals Support
Assessment Trainings/Collaboration
aimswebPlus Progress Monitoring
MAST Pre/Post Preparation and Data Analysis
MSA Pre/Post Preparation and Data Analysis

Classified Staff Other Meetings/Collaborations
Curriculum Trainings/Collaboration Time:
Instruction Trainings/Collaboration
Small Group/Interventions Training
District Professional Learning Follow-Up
Behavior Training/Collaboration
Review 360
Behavior Plan/Reflection Plans
Effective Supervision Strategies
Student Deescalation Strategies
Special Education Trainings/Collaboration
STAR Autism Spectrum
Co-Teaching/Paraprofessionals Support
Assessment Trainings/Collaboration
aimswebPlus Progress Monitoring

Professional Learning Team

The Professional Learning Team meets monthly to collaborate on both Professional Learning and Pupil-Instruction Related (PIR) activities taking place within the district. This team represents specific grade levels and content areas in our district, including certified, classified, special education, specialists, and administration. Every five years, our district creates a District Strategic Plan for continuous improvement with yearly, targeted professional learning topics related to instruction and assessment. Each month, staff volunteer to collaborate with building instructional coaches to lead our district professional learning on the yearly topic stated in the District's Strategic Plan.

District
1. Laurie Barron (Superintendent) 2. Melissa Hardman (Special Services)

East	Junior High	Crossroads
1. Sherry Odegard (Principal) 2. Jesse McFarland (Assistant Principal) 3. Aleesha Hillis (PK/EK/K) 4. Nikki Kaup (1/2 Grade) 5. Catey Naselo (3/4 Grades) 6. Kendra Carmichael (Special Education) 7. Jessica Buck (Paraprofessional) 8. Kathy Skinner (Instructional Coach)	1. Kim Anderson (Principal) 2. Jim Thompson (Assistant Principal) 3. Pam Doty (7/8 Grades) 4. Cynthia Thorsen (Specialists) 5. Veronica McAchran (Special Education) 6. Amy Probert (Paraprofessional) 7. Jennifer Doss (Instructional Coach)	1. Mike Barton (Principal) 2. Brooke Weaver (Teacher) 3. Cliff Thorsen (Behavior Specialist) 4. Amy Boyce (Paraprofessional)

Month	Topics	Monthly Staff Support	
September	• **Student Belonging**: What is the Impact of Belonging? • **Rubrics**: Why are Rubrics an Effective Tool for Learning and Assessing?	Doty	X
October	• **Student Belonging**: How Do We Show that We Believe In Student Belonging? • **Rubrics**: What are the Different Types of Rubrics?	Cy Thorsen	Weaver Boyce
November	• **Student Belonging**: How Do You Build Relationships to Support Student Belonging? • **Rubrics**: What are the Components of an Effective Rubric?	Kaup	Doty
December	• **Student Belonging**: How Does a Safe Environment Support Student Belonging? • **Rubrics**: How Do Rubrics Clarify Expectations and Components of an Assignment?	C. Thorsen	Hillis
January	• **Student Belonging**: How Does Consistency Support Student Belonging? • **Rubrics**: How Can Rubrics Support Students in Understanding the Learning Process and Progress?	Nasello	Cy. Thorsen
February	• **Student Belonging**: How Do You Build Social and Emotional Competencies to Support Student Belonging? • **Rubrics**: How Do Rubrics Provide Timely and Detailed Feedback?	Carmichael	McAchran
March	• **Student Belonging**: How Does Engaging, Student-Centered Instruction Support Student Belonging? • **Rubrics**: How Do Rubrics Support Self-Assessment?	Hillis Buck	C. Thorsen
April	• **Student Belonging**: How Do You Intentionally Plan for Students to Work Together to Support Student Belonging? • **Rubrics**: How Do Rubrics Support Peer-Assessment?	Weaver	Nasello Probert
May	• **Student Belonging**: Year in Review • **Rubrics**: Year in Review	TEAM	TEAM

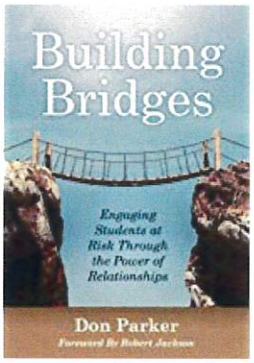
Evergreen School District
Professional Learning Book Study 2023-2024

Each Session will be worth two hours of PIR credit.
(½ hour of reading time and 1½ hours of meeting time per session)
You must attend at least two sessions to earn any PIR credit.

Building Bridges: Engaging Students at Risk through the Power of Relationships
by Dr. Don Parker

DATES	TOPICS
Wednesday, September 20	Introduction: Building Bridges Chapter 1. "Develop the Mindset" Chapter 2. "Show That You Care"
Wednesday, October 25	Chapter 3. "Establish a Culture for Learning" Chapter 4. "Don't Take Bad Behavior Personally" Chapter 5. "Create an Effective Classroom Management Plan" Chapter 6. "Connect Through Content"
Wednesday, December 6	Chapter 7. "Use the Back Door" Chapter 8. "Take an Ecological Approach" Chapter 9. "Develop Empathy" Chapter 10. "Teach Life's Skills and Give Students Hope"
Wednesday, January 17	Chapter 11. "Build Student's Self-Esteem" Chapter 12. "Get to the Root of the Problem" Chapter 13. "Communicate With Your Heart" Chapter 14. "Open Up"
Wednesday, March 6	Chapter 15. "Seal the Bond and Provide Effective Feedback" Epilogue Final Thoughts Overview Year End Wrap Up Book Study Perception Survey
Wednesday, May 1	Nationally-recognized presenter and author, Dr. Don Parker, author of *Building Bridges: Engaging Students at Risk through the Power of Relationships*

Building Bridges: Engaging Students at Risk Through the Power of Relationships features evidence-based strategies to create positive relationships with students at risk to help them succeed in school and life. Based on his own experience teaching and leading students at risk, author Don Parker explains how zero-tolerance policies are not effective and, instead, how building trusting teacher-student relationships improve students' behavior and lead to academic achievement. Parker provides the guidance necessary for K-12 teachers and leaders to create a school culture that promotes student success.



EVERGREEN SCHOOL DISTRICT NO. 50
PLAN
Graduate Profile

Community Council: The Evergreen School District Community Council will help engage our District with the community regarding overall District operations and goals for continued improvement as well as with gathering input to determine the primary skills and competencies students need for high school and post-secondary success and to develop a learner/graduate profile that is representative of our Evergreen community. The Community Council is composed of 20 members, including representatives from the District, our partner high school district, the business community, the civic community, the faith-based community, the higher-education community, an elected official, and parents or guardians of current students. For three of the eight scheduled meetings for this school year, the Community Council will meet jointly with our District Leadership Team (DLT), which is composed of 33 staff members representing all certified and classified staff in all schools, grade levels, and departments in the District.

Meeting Dates
Tuesday, September 26, 8:30-10:00
Tuesday, October 31, 8:30-10:00
Wednesday, November 29, 3:45-5:15 (with DLT)
Wednesday, January 31, 3:45-5:15 (with DLT)
Tuesday, February 27, 8:30-10:00
Wednesday, March 20, 3:45-5:15 (with DLT)
Tuesday, April 30, 8:30-10:00
Tuesday, May 28, 8:30-10:00

Role	Name	Affiliation
Facilitator	Laurie Barron	Superintendent, Evergreen School District
Board of Trustees	Tamara Williams	Chair, Evergreen School District Board
Staff Representative	Melissa Hardman	Special Services Director, Evergreen School District
Staff Representative	Jennifer Doss	Curriculum Coordinator/Instructional Coach, Evergreen School District
High School District	Sara Cole	Director of Special Services, Kalispell Public Schools
Business Community	Connie McCubbins	Executive Director, Evergreen Chamber of Commerce
Civic Community	TJ Wendt	State Farm Insurance Agent, Rotary Club of Evergreen
Faith-Based Community	David Halliburton	Community Life Pastor, Hope Church
Higher Education	Eliza Thomas	Director of Early Childhood, Flathead Valley Community College
Elected Official	Tony Brockman	Montana House of Representatives, District 9
Parent/Guardian	Sarah Reddig	Preschool/Early Kindergarten/Kindergarten
Parent/Guardian	Jewel Hiebert	1st Grade
Parent/Guardian	Danielle Dukeman	2nd Grade
Parent/Guardian	Tiffany Floden	3rd Grade
Parent/Guardian	Rita Erickson	4th Grade
Parent/Guardian	Jerica LaTray	5th Grade
Parent/Guardian	Maria Kostelecky	6th Grade
Parent/Guardian	Carla Hudnall	7th Grade
Parent/Guardian	Kristal Reed	8th Grade
Parent/Guardian	Renee McLoy	K-8th Crossroads

Portrait of a Graduate

- Vision: To be a District that equips students with skills, resources, and resiliency to adapt, thrive, and positively contribute to our rapidly changing world
- Mission: To enable students to become responsible citizens and lifelong learners by ensuring quality instruction in a nurturing environment
- Credo: Ever Giving; Ever Growing; Evergreen
- Goals:
    - To improve student achievement and learning
    - To improve systematic analysis and allocation of resources
    - To improve climate and culture

Council Objectives

- To help identify the primary skills and competencies students need for high school and post-secondary success

- To develop a learner/graduate profile that is representative of our Evergreen community

Competencies to Consider

Adaptable	Curious	Knowledgeable in Content
Community Minded/Global Citizen	Dependable/Timely	Leader
Collaborative	Digitally Literate	Media Literate
Communicator	Empathetic	Optimistic
Confident	Entrepreneurial	Persistent
Conscientious	Environmentally Responsive	Problem Solver
Contributor	Ethical	Resilient
Courageous	Financially Literate	Resourceful
Creative	Honest	Responsible
Critical Thinker	Innovative	Self/Goal-Directed

Evergreen School District
Standards-Based Lesson Plan Template

Date*	Teacher	Subject	Grade Level

Montana Content Standard (MCS)*

Essential Question(s) Related to Content Standard*

Character Word of the Month

Daily Agenda*

Warm Up
- review
- pre-assess

Activating Strategy
- hook
- connect

Mini-Lesson
- discuss EQ
- instruct
- model

Student Work Time
- practice
- support
- assess

Closure
- answer EQ
- review

Assessments
- assess
- plan for re-teach
- plan for future lessons

☐Formative
☐ Summative
☐ Diagnostic

Upcoming Assignments/Due Dates*
☐
☐
☐

Co-Teaching Model
☐ Station Teaching
☐ Team Teaching
☐ Parallel Teaching
☐ Alternative teaching
☐ One Teach/One Observe
☐ One Teach/One Assist
☐ N/A

HOTS
☐ Remember
☐ Understand
☐ Apply
☐ Analyze
☐ Evaluate
☐ Create

Differentiation Strategy
☐ Tiered Assignments
☐ Scaffolding
☐ Acceleration/Previewing
☐ Choice Boards
☐ Other

Grouping Strategy
☐ Cooperative Learning ☐ Traditional Grouping
☐ Kagan Structure ☐ Whole Group
☐ Other Structure ☐ Small Group(s)
☐ Based on Assessment ☐ Individual
☐ Interest/Leveled ☐ Pair / Share

Formative Assessment Strategy
☐ Entry Ticket
☐ Student Self-Assessment
☐ Student Responders
☐ Other:

Formative Assessment Reminders
☐ Involve Students in Their Learning
☐ Model Quality
☐ Give Feedback on Student Work
☐ Allow Students to Self Assess

Artifacts
☐ Student Work with Standards/Essential Quest.
☐ Student Work with Teacher Commentary
☐ Class and School Postings/Procedures

Use of Technology
☐ Teacher
☐ Student

Type
☐ Smart Board
☐ Computer/Chromebook
☐ iPad
☐ Other

Other Information to Consider
☐ Materials and Resource Area or Table
☐ Room Arrangement
☐ Vocabulary or Word Wall
☐ Instructional Displays

Reminders / Things To Do
☐
☐
☐

*Should be posted for all students to see the entire period (Date, MCS Standard, Essential Question, Daily Agenda, and Upcoming Assignments/Due Dates)

Elementary Academic Requirements

Basic Education Program: Elementary (ARM 10.55.901)

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions.

Program Area Standards

1. Communication Arts Program (ARM 10.55.1101) Promote literacy and language excellence in the spoken, written, and visual form; and make available a variety of print and non-print materials encompassing fiction and nonfiction, classic and contemporary works, and diverse perspectives including Montana American Indian works. (Regular Classroom; Core Connections; Resource)
2. Arts Program (ARM 10.55.1201) Structure activities to allow students to develop techniques in the arts. Incorporate visual arts, performing arts and the history of the arts. (Music, Art and Regular Classroom)
3. Health Enhancement Program (ARM 10.55.1301) Integrates and includes components of the traditional "health" and "physical education" disciplines. (Physical Education and Regular Classroom)
4. Mathematics Program (ARM 10.55.1401) Provide a well-articulated curriculum that challenges students to learn increasingly more sophisticated mathematical ideas; and provide conceptual mathematical understanding as factual knowledge and procedural facility. (Regular Classroom; Core Connections; Resource)
5. Science Program (ARM 10.55.1501) Maintain an environment that recognizes scientific knowledge as the product of inquiry and is continually subject to review, verification, and revision; and foster an environment that embraces the integrations of science, technology, and society. (Regular Classroom)
6. Social Studies Program (ARM 10.55.1601) Support the democratic process to promote a learning environment to foster individual civic competence; and integrate knowledge, skills, beliefs, values, and attitudes within and across disciplines to promote citizenship. (Regular Classroom)
7. Vocational/Practical Arts Program (ARM 10.55.1701) Career and Vocational/Technical Education programs focus on career preparation, resource management, communication, technical skill development, applied academics, technological literacy; and personal skills and leadership. (Regular Classroom, Music, PE, Library, Counseling)
8. Library Media Program (ARM 10.55.1801) Ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process; model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and develop and maintain a library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups. (Library Class)
9. School Counseling Program (ARM 10.55.1901) Advocate for all students and encourage students to develop to their full potential; respect the worth and dignity of all individuals by building trust and respecting confidentiality and contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry. (School Counseling)

Middle Grades Academic Requirements

Basic Education Program: Middle Grades (ARM 10.55.902)

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(4) A Junior High (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level learning progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

(i) English language arts--1 unit;	E 9027 C 8,860	Minutes per Year
0(ii) social studies--1 unit;	E 9027 C 7,990	Minutes per Year
(iii) mathematics--1 unit;	E 9027 C 9,216	Minutes per Year
(iv) science--1 unit; and	E 9027 C 8987	Minutes per Year
(v) health enhancement--1/2 unit.	E 4514 C 6255	Minutes per Year
(vi) structured recess	C 2,505	Minutes per Year

(c) All students must be allowed to elect from the following program area offerings:

(i) visual arts--1/2 unit;	E 4514 C 4,702	Minutes per Year
Art		
(ii) music--1/2 unit;		
Choir, Band	E 9027	Minutes per Year
Music Appreciation	C 4,702	
(iii) career and technical education--1/2 unit; and	E 4514 C 5,845	Minutes per Year
Vocational Practical Arts		
(iv) world languages and cultures--1/2 unit.	E 4514 C 5,845	Minutes per Year
Spanish or World Culture		
(v) other		
Technology for Classroom/Personal Use	C 2250	Minutes per Year
Connections	E 9027	Minutes per Year
Study Hall/Counseling	E 4514 C 5,205	Minutes per Year

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

EVERGREEN SCHOOL DISTRICT NO. 50
PLAN

East Evergreen Elementary School Indian Education for All (IEFA)

Professional Education Services & Travel Out of District:
Three meetings with grade level representatives to plan IEFA activities

Accountability:
Teachers are asked to document two IEFA lessons that will be integrated into their curriculum during the year. The documentation includes the Essential Understanding.

All grade levels and the librarian will provide a read aloud on American Indian Heritage Day providing the opportunity to discuss the importance of American Indians in Montana.

- Fourth grade would like the opportunity to have Cliff Thorsen teach staff at East Evergreen School how to set up the tipi. The goal is to provide a yearly opportunity for fourth grade students to learn how to set up the tipi and its cultural significance. Kindergarten - third grade students would benefit from the experience by having an activity associated with the tipi. These activities may include read-alouds and music.
- Third grade will integrate the importance of Native American artifacts into their field trip to Central School Museum. If possible, they would like the funds to bring a Native American footlocker to the school. They are willing to share this opportunity with other grade levels.
- Second grade would like to make a quilt representing tribes of Montana. The quilt would be made from construction paper and art supplies.
- First grade would like to have a Traditional Games Day with 4 stations for students to experience games, a read-aloud, and possibly Native American music.
- Kindergarten would like to make rainsticks during the Fourth Quarter if there are funds available to purchase additional supplies.
- The library will maintain a hallway bulletin board highlighting Native Americans in Montana.

Materials and Supplies:
The cost of having Mr. Thorsen teach staff how to set up the tipi.
The cost of bringing a footlocker to the school from the Montana Historical Society.
The cost of a substitute for a Native American Game Day (½ day if K - 2).
The cost of supplementing supplies to make rainsticks in kindergarten.

Evergreen Junior High School and Crossroads Indian Education for All (IEFA)

Professional Education Services & Travel out of District:
No conference attendance is planned at this time.

Accountability:
Teachers (Junior High and Crossroads) must turn in two lesson forms each year that summarize their IEFA lessons, give a date, and document which essential understandings were included in the lessons.

Guest Speakers/Assemblies/Activities:
- Traveling Medicine Show from the Hockaday with speaker Smokey Rides at the Door (6th Grade)
- American Indian Heritage Day Dancer Presentation (All Jr. High Classes invited)
- American Indian Heritage Day Tipi Set up (Crossroads)
- Eight Days of 8th Grade - IEFA Day
    - Native American Games Station
    - ShiShiEtko Reading Station
    - Native American Music Station
    - Native American Art Station
- Eight Days of 8th Grade - Ninepipes Museum, Fort Connah, and the St. Ignatius Mission Field Trip
    - Ninepipes Museum of Early Montana

Materials/Supplies/Textbooks:

A variety of books were purchased to augment the IEFA collection in the library.

EVERGREEN SCHOOL DISTRICT NO. 50
PLAN
Priority Standards and Proficiency Scales

History:
The Evergreen School District makes it a priority to analyze student data to identify student needs, reflect on the implementation of state content standards, and review district curriculum resources. Below is a timeline of specific activities:

- 2015-Present: Continuous Curriculum Review Cycles
- 2019-2020: Creation of Scope and Sequences by Subject and Grade Level
- 2020-2022: Priority was Synchronous/Asynchronous Learning Due to Pandemic
- 2022-2023: Review and Update of Scope and Sequences
    - Math Unit Plans Added for Elementary
- 2023-2024: Review of Scope and Sequence with Addition of Priority Standards and Proficiency Scales

Plan:

- Facilitate staff trainings to:
    - Identify priority standards for content areas and come to consensus as a grade level team.
        - PK-4: ELA Standards
        - 5-8: Content Area Specific
    - Reflect on priority standards through vertical alignment across grade levels.
    - Create proficiency scales for priority standards.
- For specific content areas, use priority standards and proficiency scales adapted from Missoula County Public Schools for the year.
- Update all scope and sequences to include priority standards and proficiency rubrics by May 15, 2024.

Why:
"Regardless of their state, province, or district, teachers routinely ask themselves the same questions: 'Are some standards more important than others? Which standards will students need in the next class, course, or grade level? Will all the standards be tested?'

Consider this scenario. During a team meeting, the team leader gives teachers a sample unit plan and asks them to identify what is important for students to learn before an upcoming assessment. Teachers embrace the task, but as they work to identify the requisite standards for the upcoming unit, it becomes obvious that each individual teacher is using his or her own unique criteria to prioritize what is essential for students to learn. The result is several different and competing sets of standards based on the teachers' contrasting views. Agreement on the unit's essential outcomes remains an elusive goal.

Educational consultant and author Larry Ainsworth (2013) argues this experience is not unique to a single district, school, or team. He suggests: Left to their own professional opinions when faced with the task of narrowing a voluminous number of student learning outcomes, educators naturally "pick and choose" those they know and like best, the ones for which they have materials and lesson plans or activities, and those most likely to appear on state tests (p. 16).

Reaching consensus on a unit's essential outcomes is important, but many teachers wonder where to begin the task of prioritizing an overwhelming number of standards."

Prioritizing the Standards Using R.E.A.L. Criteria

EVERGREEN SCHOOL DISTRICT NO. 50
PLAN
Family and Community Engagement Plan

- **District Family and Community Engagement Team:** Mike Barton, Jessica Buck, Sherry Odegard, Jesse McFarland, Kim Anderson, Jim Thompson, Melissa Hardman, Jennifer Doss, Gabby Smith, Geno Cook, and Laurie Barron
- **Parent Teacher Conference Days/Evenings:** Evergreen School District holds designated Parent Teacher Conferences Days three times per year, which serve as an opportunity for families to have two way communication regarding student progress (1.c.iv, 1.d.iii, 1.d.v 10.55.722).
- **School Open House:** These annual opportunities allow families to meet with school staff to continuously collaborate in support of student learning (1.c.i, 1.c.ii, 1.c.iii, 1.d.ii 10.55.722).
- **Individualized Education Plan (IEP) and 504 Meetings:** School staff meet continuously throughout the school year to discuss, review, and, as appropriate, amend IEPs and 504 Plans. Student progress reports are developed and shared with parents/guardians quarterly (1.d.iii, 1.d.v 10.55.722).
- **Multi-Tiered System of Support (MTSS) Meetings:** Teachers meet regularly to discuss tiered supports for students. This information is placed into electronic folders for each student. Each school reviews MTSS data monthly. This data is shared with parents/guardians when making academic and behavioral plans for students (1.d.ii 10.55.722).
- **Pre-School/Early Kindergarten/Kindergarten Home Visits:** Each year staff conduct home visits to meet their students and parents prior to these introductory level students beginning school, helping to build relationships between the school, family, and student (1.c.iv, 1.d.i, 1.d.ii 10.55.722).
- **School and Community Communication:** Evergreen School District communicates with families through a variety of media. The school district website shares vital stakeholder information on District operations as well as school information such as calendars, handbooks, supply lists, staff directories, registration, and extracurricular opportunities. Social media (Facebook, Instagram, and Twitter) is used to help connect the community to the District and schools. Constant Contact, a communication software, is used to routinely send emails to Evergreen School District families and staff to further communicate information. Each quarter, a postcard is mailed to all households in the District and to all registered voters in the District to communicate information and upcoming events (1.c.iv, 1.d.i, 1.d.ii 10.55.722).
- **District Community Council:** The Evergreen School District Community Council will help engage our District with the community regarding overall District operations and goals for continued improvement as well as with gathering input to determine the primary skills and competencies students need for high school and post-secondary success and to develop a learner/graduate profile that is representative of our Evergreen community. The Community Council is composed of 20 members, including representatives from the District, our partner high school district, the business community, the civic community, the faith-based community, the higher-education community, an elected official, and parents or guardians of current students. For three of the eight scheduled meetings for this school year, the Community Council will meet jointly with our District Leadership Team (DLT), which is composed of 33 staff members representing all certified and classified staff in all schools, grade levels, and departments in the District (10.55.722, 10.55.602).
- **Schoolwide Title I Involvement**: Title I is a federal program that provides funds to schools with high populations of students with documented financial needs. In order to qualify for Title I funds, 40% of the student body must be eligible for free or reduced priced meals. Approximately 96% of Evergreen students qualify for free or reduced price meals, which allows Evergreen School District to participate in the federal Community Eligibility Provision program offering breakfast and lunch at no cost to all students in our school district. Information on Title I qualifications, resources, and services is communicated to parents and guardians at our schools' open houses and public school board meetings each year. All parents, students, and appropriate staff also sign a yearly Title I Compact, committing to working together to help students be successful (1.d.iv 10.55.722).
- **Curriculum Review Cycles:** Evergreen School District is on a continuous review cycle to review all Montana Content Standards and district adopted curriculum. A committee of content area specific teachers work throughout the year to review student data, identify student needs, and make recommendations for future curriculum and resources. Parents are invited to participate in the curriculum review process by viewing recommended materials at their child's school. Parents are notified through a school newsletter when curriculum materials are available to be reviewed.
- **Evergreen Cares Clinic:** Evergreen School District has partnered with Greater Valley Health Center to provide medical and mental health care services to Evergreen students, families, and staff. The Evergreen Cares Clinic is located in East Evergreen Elementary School. This follows a core belief that families and school staff are empowered to advocate for children and partner together to influence policies, practices, and programs (1.d.iv and 1.d.v 10.55.722).
- **School and Health Community Liaison:** Evergreen School District established this two-year position through grant funding. The position connects families with wrap-around services to help support building healthy homes and improving outcomes for students' overall health, attendance, behavior, and academic achievement. The School Health and Community Liaison ensures communication and connection between Evergreen School District services and

student families. Evergreen School District staff and families continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively (1.c.iv, 1.d.ii, 1.d.iii, 1.d.iv 10.55.722).

- **Community Bus Tour:** Before school starts each year, Evergreen School District staff take two school buses out to visit residents of our school district at their homes to deliver back-to-school packets and ice pops to welcome families to the new school year. Staff members also visit civic organizations and businesses promoting back-to-school activities. This activity was communicated on social media as an example of unity between the community and Evergreen School District. The community bus tour is an effective engagement practice to collaborate with families (1.b 10.55.722).
- **Student Experience Day:** Evergreen School District hosts this event annually the day prior to the first day of school. This event connects parents and guardians with vital resources children need to begin the school year. The school district works with community organizations to provide physicals by health professionals, hair cuts, school supplies, applications for food provisions, as well as information on child care opportunities and after school programs. This event allows families and school staff to collaborate with members of the community in expanding community services for Evergreen families (1.d.vi, 1.c.iv 10.55.722).
- **Family Nights:** Evergreen School District brings families to our schools for community events in promoting an inclusive atmosphere. The District hosts five Family Nights annually (1.c.iv, 1.d.i 10.55.722).
- **Lunch Bunch:** At different times throughout the year at East Evergreen Elementary School and Evergreen Crossroads, parents, students, staff, and partner school district staff (for Crossroads program) have an opportunity for positive communication while enjoying lunch together (1.c.iv, 1.d.i 10.55.722).
- **School Field Trips to Community Locations:** The District provides strong support for experiential learning opportunities. Numerous field trips take place for all grade levels each year to help connect students to our community. Some examples include Kindergarten to Fire Department, 1st grade to Sweet Pickins Farm, 2nd grade to Vo-Ag center, 3rd grade to Creston Fish Hatchery and to Central School, 4th grade to Pine Grove to Fish, 5th grade to Forestry Expo, 6th grade to Glacier National Park and to Hungry Horse Dam, 7th grade to Flathead Valley Community College, and 8th grade to Rocket Rally at Glacier High School, Eight Days of 8th Grade, and the University of Montana (1.d.vi, 1.d.vii 10.55.722).
- **Athletics and Activities:** Evergreen School District hosts a variety of athletic programs to include football, volleyball, boys basketball, girls basketball, and cross country. The football program provides cooperative agreements for five other school districts to participate on our football team. In addition, the school district takes the lead in providing cross country meets for 16 participating school districts as well as tournaments for volleyball, boys basketball, and girls basketball (1.c.iv 10.55.722).
- **Evergreen Fitness Team:** This program operates during school breaks (winter, spring, summer) and is completely grant funded. Students in 2nd through 8th grades attend this program on a volunteer basis at no cost. The program supports healthy physical and mental stability during times when school is not in session. This program cultivates an inviting and inclusive environment (1.c.iv 10.55.722).
- **Annual Parent/Guardian Perception Surveys:** Each January, all stakeholders (students, staff, and families) are invited to complete an anonymous perception survey. These surveys provide an opportunity for parents/guardians to provide feedback regarding overall school operations and procedures, including the opportunity for open-ended comments (1.c, 1.d 10.55.722).
- **Adult Education:** Classes for community members are provided annually by the Evergreen School District to connect families to education, interest, and skill-based opportunities, including workforce training, certification opportunities, and health and wellness classes (1.d.vii 10.55.722).
- **Evergreen Chamber of Commerce and Rotary Club of Evergreen Partnership:** Evergreen School District maintains active memberships with these organizations. These partnerships help the District in numerous ways, including events such as the Kids Count in Evergreen Carnival, donations for community belonging initiatives, and funding raised from local businesses to make community t-shirts for parents, students, and community members to wear on Fridays as a display of unity among the Evergreen community. These partnerships are aligned to the district integrated strategic action plan goal #3 To Improve Climate and Culture through family and community connections (1.a, 1.c.iv, 1.d.i 10.55.722).
- **Community, Organizations, Businesses, and Individual Donations:** The District partners with numerous groups and individuals that regularly donate time, services, and/or financial support to the District. Examples include, but are not limited to, school snacks, teacher grants, school supplies, hair cuts, gift cards, gas cards, activity and event supervision, family nights support, staff assistance, holiday gifts for students, mentoring students, teacher appreciation support, clothing, food, and other basic needs to families (1.d.vi 10.55.722).