



2012-2014 Continuous Improvement Work Plan

Evergreen Academy Middle School

Pershing Elementary Network
3537 S Paulina St Chicago, IL 60609
ISBE ID: 150162990252873
School ID: 610319
Oracle ID: 26461



Mission Statement

Our mission at Evergreen Academy Middle School is to create a collaborative and safe environment with a rigorous and differentiated curriculum that aligns with the Common Core State Standards. We strive to empower all students to explore, to create, to make decisions and to actively participate in, and be accountable for their learning as they become College and Career ready in a culturally diverse world.

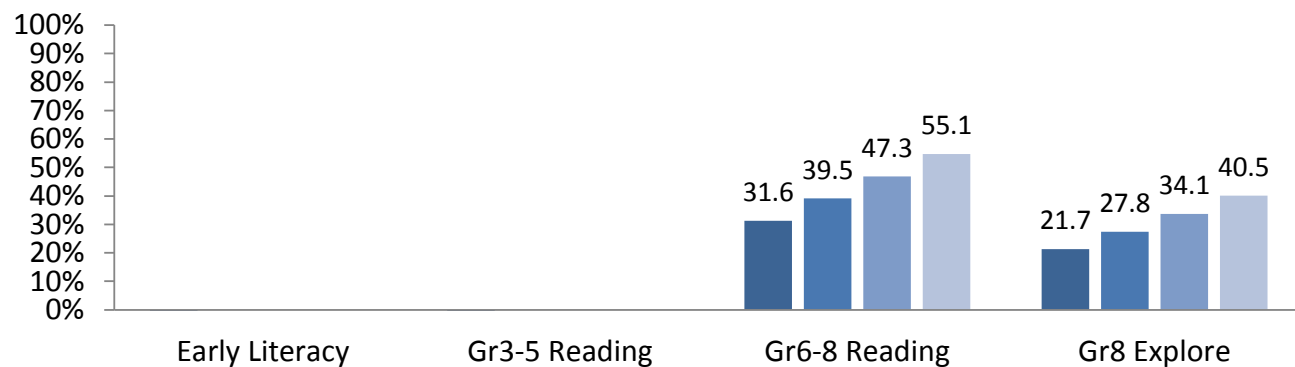
Strategic Priorities

1. Teachers deliver high quality instructional programs aligned to the Common Core State Standards for literacy and math instruction.
2. Increase students college and career readiness through multiple exposure to skills, strategies, attitudes, and awareness of necessary components for achieving success beyond high school.
3. Maintain a school/community climate that supports the tenets of the middle school philosophy and promote the social emotional needs of students.

School Performance Goals

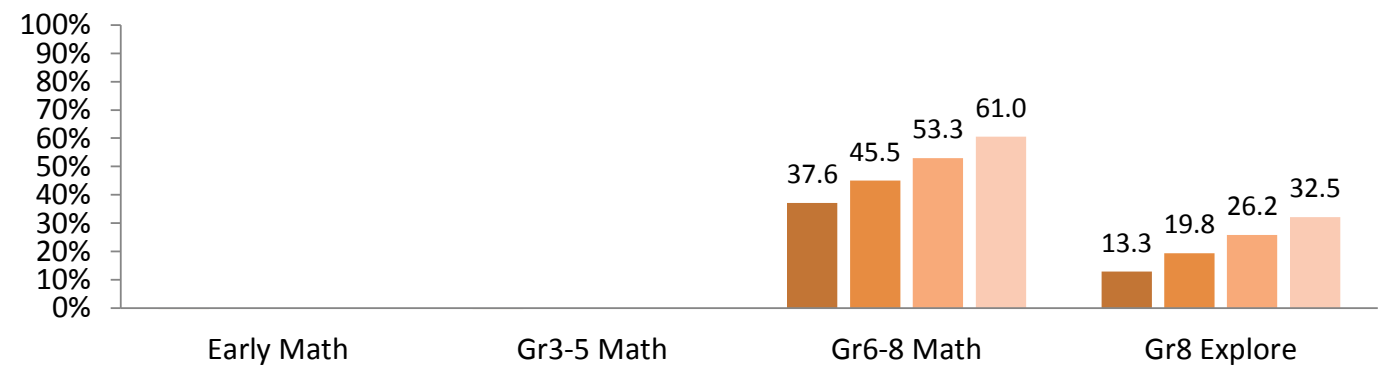
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Evergreen Academy Middle School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Marian L. Strok	Principal
Safurat A. Giwa	Assistant Principal
Debra L. Polak	Lead/ Resource Teacher
Monica L. Guerreo	ELL Teacher
Elizabeth Loerop	Special Education Faculty
Carla Gurgone	Classroom Teacher
Paul Kanelos	Classroom Teacher
Martelino Basco	Classroom Teacher
Patricia Stevens	Counselor/Case Manager
Mary Guerrero	Support Staff
Sabrina Basquez (LSC Member/President)	Parent/ Guardian
Suzanne Pletsch (LSC Community)	Community Member



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA					Early Math % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.6	39.5	47.3	55.1		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.6	45.5	53.3	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.5	60.0	67.8	75.6		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.4	60.0	67.8	75.6
8th Grade										
Explore - Reading % of students at college readiness benchmark	21.7	27.8	34.1	40.5		Explore - Math % of students at college readiness benchmark	13.3	19.8	26.2	32.5



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Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.1	96.3	96.5	97.0					
					Misconducts Rate of Misconducts (any) per 100	5.5	5.3	5.1	5.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	78.0	83.1	87.0	89.6		ISAT - Reading % of students exceeding state standards	9.3	11.9	14.5	17.1
ISAT - Mathematics % of students meeting or exceeding state standards	76.1	81.1	84.7	87.3		ISAT - Mathematics % of students exceeding state standards	11.5	14.0	16.6	19.2
ISAT - Science % of students meeting or exceeding state standards	73.0	77.2	81.1	85.0		ISAT - Science % of students exceeding state standards	13.9	16.5	18.9	21.3

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school established two main goals for SY 11--first the adoption of the Common Core and next, to bolster college/career readiness activities. The levers used to accomplish the goals for the year were: (1)Teacher early integration of common core standards in all curriculum(2) A core school-wide writing strategy (Mel-Con) was adopted. (2a) Monthly constructed response using the Mel-Con strategy was administered. (3)Increase in the level of teacher questioning was closely monitored. (4) Intervention / enrichment program was developed/implemented at the school and classroom levels using the data from Fall/Winter NWEA and the Winter Explore Mock test. (5) Established school-wide and classroom</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal ensures that all faculty/staff understands the middle school philosophy, early adolescent development, middle grades, and most importantly middle school organization. Teachers are grouped into PLC's based on content area, grade level and teacher level of proficiency. Teachers are encouraged to take on various leadership roles based on interest and need.</p> <p>Data from the My School, My Voice survey showed that overall 93% of teachers at Evergreen reported favorably to the principal's instructional leadership. External partnerships (Williams College, Gear-Up, Jr. Achievement, Positive Action/UIC, etc) are developed to promote college/career awareness and readiness. Gear-up provides classes for 7th and 8th graders to help students develop a going college mentality.</p>	

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Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Numerous teacher leadership groups are involved in the movements of students academic and social progress. Evergreen has established the following teacher leadership groups. ILT, Content /Grade level teams, RTI team, Data Team, Bilingual Lead, CIWP, Union representation, Grant writing team, sports coaches. All teachers are encouraged to develop personal leadership skills to further strengthen and develop their interests and aptitudes.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Evergreen's ILT consists of full representation of faculty members ie. Tech coordinator, counselor, SPED teacher, Bilingual Lead Teacher, and a teacher from each grade level. ILT meets bi-weekly to focus on further development on the social emotional learning and academic progress of the student body. Members are encouraged to share information with their grade level / content area groups during weekly meetings. ILT analyzes NWEA and other assessment data to adjust and balance both student and teacher needs.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Evergreen uses a wide variety of data to adjust and monitor instruction for students. Teachers understand backward planning and forward teaching. They are able to create an optimum learning environment based on assessment data. Teachers use RIT bands and Descartes statements from NWEA to adjust and group students for instruction. School-wide schedule allows for an RTI period, 3x a week, for targeted interventions/enrichment.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>As an Early Adopter school, each classroom has had representation in the development of the Common Core units / practice for literacy and math at the district and school level. Teachers have a good understanding of the meaning of text complexity and higher level questioning. Teachers have developed curriculum maps for math and science as it relates to meeting the CCSS. We ensure that teachers are actively accomodating and modifying instruction for SPED and ELL students. All SPED and ELL students are expected to meet grade appropriate standards with proper support.</p>	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Students receive research based core materials suited to their grade level and instructional needs. Each grade level is aligned vertically so that the scope and sequence provide continuity to the next level. The school purchases additional material in spanish to support ELL students and modified materials to support SPED students in an effort to reach their IEP goals.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Students are screened, benchmarked and assessed through the use of NWEA. 8th graders are further assessed through the EXPLORE to determine their level of college readiness. Students also engage in a monthly constructed response essay as a means of gathering data on the effectiveness of the writing program. All SPED and ELL students are assessed based on their instructional goals. SPED team has developed spreadsheets for all teacher use that detail accomations, minutes, and modifications for students with IEP's. Teachers continuously modify and adjust instruction based on formative data.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers engage students in instruction that: connects them to the lesson; provides some freedom of choice; provides enjoyment. Teachers are using questioning strategies that promotes critical thinking and supports /extends adolescent learning and development. Teachers provide the appropriate amount of scaffolding to develop instruction. Teachers use weekly formative assessments for the purposes of monitoring, clarifying, and modifying instruction where necessary.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			4
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Evergreen Academy is using the secondary school model for intervention/enrichment. The school has devised a system to identify, assess, and provide support in a scheduled intervention/enrichment period. NWEA is used as a universal screener for all students. This data is used for classroom grouping and differentiated instruction.</p> <p>The RTI team monitors the instruction, material, and assess students for progress monitoring.</p> <p>We have completed 5 intervention cycles in math and literacy for the SY 11.</p>	
Professional Learning	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Evergreen Academy has a year-long Professional Development plan in place that focuses on the CCSS and differentiated instruction. School holds bi-weekly content area meetings and weekly grade level meetings to monitor effectiveness of PD strategies.</p> <p>All teachers attended the NCTE conference in Chgo to further develop their ELA instructional strategies.</p> <p>Eileen Murphy from the Pershing Network modeled in classrooms and provided coaching on the Mel-Con strategies for all ELA teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers participate in weekly grade level, bi-weekly content areas, and monthly staff meetings to plan for instruction. Teachers bring samples of student work to meeting for instructional analyzes. RTI team work with classroom teachers to conduct progress monitoring and group students for instruction. All teacher teams are inclusive of all the specialists within the building. ILT teams support other teacher teams by collaborating with administrative time to ensure appropriate resources are in place for instructions.</p>	
	Instructional coaching ----->			4
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers receive instructional coaching when appropriate. Teachers identified in need of additional supports meets frequently with the assistant principal weekly to monitor lesson plans and provide instructional feedback.</p> <p>Teachers have both school-wide and individual professional development plans. Teachers are encouraged to visit other classrooms and other schools to support their individual growth.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Each and every staff member at Evergreen Academy has high but achievable expectation for all students. Students receive instruction that are standard based and readies them for college and future career.</p> <p>Evergreen goals and mission reflects the enforcements of college attainments. Students learn the necessary skills for success in high school and beyond.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Evergreen Academy implements an advisory program. In this program students are assigned to an adult advocate for the time at the school. Each group meets weekly to provide students with character, leadership, and team building skills. The advisory groups helps to promote positive adult interactions and voice for students. Evergreen Academy strives to celebrate the social, cultural, emotional, and intellectual background of all students by recognizing the uniqueness of each child and incorporating these ideals in the instruction and the social activities.</p>	
Behavior & Safety ----->				
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal is very transparent about the school's current performance and the goals, and action plans needed to raise the achievement level. Parents are invited to several open houses through out the year in which the principal details her vision for the school.</p> <p>Teachers regularly communicate with families on student achievement level.</p> <p>School hosts informational sessions for family regarding school choice.</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>School has an active website which is updated throughout the year. Formal advertisement in local newspaper is taken out twice a year to showcase the school. Principal sends monthly school calendar and various flyers to highlight upcoming events. In addition to the two district wide report card pick-up the school holds a third parent conference for struggling students. Teachers communicate frequently with parents regarding student progress and maintain an</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Evergreen has an open door policy which welcomes engagement and input from the community. We place high value on embracing the spirit of community. Principal attends / or has an LSC member who attends all CAPS meetings and gives a report to parents at BAC/PAC meetings. Parents are invited to participate in various classes to strengthen their support of their child.</p> <p>Families are welcome at the Student of the Month, monthly attendance assemblies, quarterly awards assemblies, end of the year attendance celebration, end of the year sports banquet, family literacy and math night, and schoo-wide science fair.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Evergreen partners with several community based organizations to provide additional social support for families. External partners are asked to be onsite during Report Card Pick-Up days and Open Houses to provide information to parents on available resources for their use.	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Students are exposed to the college culture through a GEAR-UP two weeks summer institute for high performing students. Students learn about the various types of colleges and universities option through research activities. Evergreen makes attending college a priority by discussing and making students understand the	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Evergreen provides opportunities for student to learn life skills through GEAR-UP classes for 7th and 8th grade. GEAR-UP summer institute, Jr. Achievement, Williams College Saturdays, are means used to increase college preparation. Algebra and Honors Literature are offered to our high performing 8th graders to prepare for the rigorous demands of selective enrollment high schools.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Evergreen has a wide range of enrichment and extra-curricular activities for all student population. During the school day, once a week, all students participate in Club Day on the activity of their choice. After school, twice a week, we have All-Stars, sponsored by		

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Evergreen participates in college readiness assessment through the District wide administration of EXPLORE and completing the career interest survey. This year we administered a mock-EXPLORE test which gave us data for instruction and increase student awareness of the test.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Evergreen is a stand alone middle school. We hold articulation meetings with our feeder schools to set expectations for the incoming 6th graders. We hold a 5th grade Investigation Day in May to provide students with a glimpse of middle school schedules and activities. All 5th graders receive a pamphlet that previews the changes to expect as they move to middle school. Our 8th grade attend High School open houses and investigation days. Attending Freshman Connection, sponsored by GEAR-UP is strongly encouraged for all 8th graders.</p>	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Evergreen allocates its discretionary spending based on identified school priorities such as school funded after school program for at-risk students not covered by the SES program. Additional teachers are purchased to lower class sizes and implement full departmental schedule.</p> <p>Technology is upgraded/purchase to enhance instruction and develop students 21st century skills.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Evergreen hiring is based on student need and school priority. We welcome multiple student teachers and college students needing observation hours from various colleges as a way of strengthening the school-university partnerships.</p> <p>In addition to the CPS screening process, all potential teacher candidates at Evergreen are screened through a multiple process: phone, administrative, and ILT interviews. All candidates must be hold multiple endorsements to allow for flexibility in scheduling and utilization of teacher expertise.</p>	
Use of Time ----->			4	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Evergreen utilizes a departmental schedule with our 8th graders moving in a true secondary school format. All grade level teams have common prep periods. School provides meaningful scheduling for the honors and Algebra students. Exploratory classes are held in a continuous 3 week format to allow for in-depth instruction. A dedicated RTI block, three days a week, allows for interventions/enrichment as needed.</p>	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission at Evergreen Academy Middle School is to create a collaborative and safe environment with a rigorous and differentiated curriculum that aligns with the Common Core State Standards. We strive to empower all students to explore, to create, to make decisions and to actively participate in, and be accountable for their learning as they become College and Career ready in a culturally diverse world.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver high quality instructional programs aligned to the Common Core State Standards for literacy and math instruction.	Evergreen Academy participated as an early adopter of the Common Core State Standards during SY 12. Teachers have unpacked the standards and are ready to implement unit plans. More novels and non-fiction material are needed to support instruction. Teachers also need more professional development on effective student engagement and implementation of rigorous literacy and mathematics curricula.
2	Increase students college and career readiness through multiple exposure to skills, strategies, attitudes, and awareness of necessary components for achieving success beyond high school.	In 2011, eighth graders achieved at 21.7 in the reading and 13.3 in the math Explore assessments. Given the importance of the EPAS for college and career readiness, we need to prepare students to understand and apply strategies and skills needed for post secondary success.
3	Maintain a school/community climate that supports the tenets of the middle school philosophy and promote the social emotional needs of students.	Evergreen Academy is a designated National Forum for Middle School Reform - School to Watch. We believe in the tenets of the Middle School Philosophy as a guiding principle for our school climate. We will maintain the school structures in place to support and enhance our current academic and social programs.
4	Optional	
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers deliver high quality instructional programs aligned to the Common Core State Standards for literacy and math instruction.	Evergreen Academy participated as an early adopter of the Common Core State Standards during SY 12. Teachers have unpacked the standards and are ready to implement unit plans. More novels and non-fiction material are needed to support instruction. Teachers also need more professional development on effective student engagement and implementation of rigorous literacy and mathematics curricula.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use of Compass Learning for additional support in Literacy, Math, and Science.	Instructional Materials	All	All teachers	Quarter 1	Summer 2013		
Use of classroom magazines (Current Science, Upfront) and USA Today to increase increase student non-fiction text complexity.	Instructional Materials	All	Literacy, Social Science, and Science Teachers	Quarter 1	Quarter 4		
Bi-Weekly meetings to support data discussions.	After School/ Extended Day	All	All teachers	Quarter 1	Quarter 4		
All literacy and social science classes will use novels and supplemental literature materials to enhance literacy program.	Instructional Materials	All	Literacy, Social Science, and Science Teachers	Quarter 1	Quarter 4		
All math classes will use manipulatives to increase hands-on inquiry based instruction.	Instructional Materials	All	Math Teachers	Quarter 1	Quarter 4		
Core instruction assistance for At-Risk students.	After School/ Extended Day	Other student group	All teachers	Quarter 1	Quarter 4		
Purchase additional supplemental instructional materials to support at-risk students.	After School/ Extended Day	Other student group	All teachers	Quarter 1	Quarter 4		
Use of supplemental instructional materials to increase capacity of ELL.	Instructional Materials	English Language Learners	All teachers	Quarter 1	Quarter 4		
Increase levels of student engagement during instruction.	Professional Development	All	All teachers	Summer 2012	Quarter 4		
Purchase supplies to support reading, writing, and social science programs.	Supplies	All	ILT	Summer 2012	Quarter 1		
Purchase supplies to support mathematics and science programs.	Supplies	All	ILT	Summer 2012	Quarter 1		



Strategic Priority 1

All teachers will meet to plan themed and integrated units based on the CCSS.	Instruction	All	All teachers	Quarter 1	On-going		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase students college and career readiness through multiple exposure to skills, strategies, attitudes, and awareness of necessary components for achieving success beyond high school.	In 2011, eighth graders achieved at 21.7 in the reading and 13.3 in the math Explore assessments. Given the importance of the EPAS for college and career readiness, we need to prepare students to understand and apply strategies and skills needed for post secondary success.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All students will take the NWEA assessment as a part of universal screening, benchmark, and process monitoring for RTI.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Eighth grade students will complete the mock Explore to gage the level of readiness for actual Explore.	Instruction	Other student group	Eighth grade teachers	Quarter 2	Quarter 2		
Seventh graders will complete the mock Explore to gage the Explore readiness.	Instruction	Other student group	Eighth grade teachers	Quarter 4	Quarter 4		
All students will use Compass Learning program twice a week.	Instruction	All	Teachers	Quarter 1	Quarter 4		
All students will obtain the passwords and login information for Compass learning.	Instruction	All	Teachers	Quarter 1	Quarter 1		
All students wil participate in College Day through research and other activities.	Other	All	Teachers	Quarter 2	Quarter 2		
All seventh and eighth grade students will participate in GEAR-UP classes to learn college readiness skills.	Other	Other student group	GEAR-UP tutors	Quarter 1	Quarter 4		
Selected eighth grade students will attend GEAR-UP summer institute at Loyola University.	Other	Other student group	GEAR-UP tutors	Summer 2013	Summer 2013		
All seventh and eighth grade students will participate in GEAR-UP career day to learn about career options.	Other	Other student group	GEAR-UP tutors	Quarter 4	Quarter 4		
All school will participate in the Junior Achievement Day to learn about money and self management.	Instruction	Other student group	Junior Achievement	Quarter 4	Quarter 4		



Strategic Priority 2

Hold classes for parents to learn about the high school options and the application process.	Parental Involvement	Other student group	GEAR/BAC/PAC	Quarter 1	Quarter 1		
Monthly monitoring of student use of Compass Learning system.	Instruction	Students With Disabilities	Teachers	Quarter 1	Quarter 4		
Alternating month classes from the Constitution Rights Foundations to expose students to possible careers in law.	Other	Other student group	Constitution Rights Foundation lawyers	Quarter 1	Quarter 4		
Hold a series of six high school/college readiness classes for parents to get a better understanding of the post secondary structures.	Parental Involvement	Not Applicable	GEAR-UP/ PAC/BAC	Quarter 1	Quarter 4		



Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Maintain a school/community climate that supports the tenets of the middle school philosophy and promote the social emotional needs of students.	Evergreen Academy is a designated National Forum for Middle School Reform - School to Watch. We believe in the tenets of the Middle School Philosophy as a guiding principle for our school climate. We will maintain the school structures in place to support and enhance our current academic and social programs.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure all students have access to current technologies for instruction and assessment.	Equipment/Technology	All	ILT	Summer 2012	Quarter 4		
Increased family and community relationship with the school.	Supplies	All	ILT/ BAC/PAC	On-going	On-going		
Increase the number of students on track for graduation in high school.	Other	All	ILT	On-going	On-going		
Maintain and increase attendance at extended day activities.	After School/Extended Day	All	ILT/ Teacher Teams	On-going	On-going		
Incorporate character education programs, Fish Philosophy and health into the advisory period.	Supplies	All	ILT/Teacher Teams	On-going	On-going		
Maintain and increase attendance over 95%.	Supplies	All	ILT	On-going	On-going		
Hold first day discipline meeting to set the tone for the rest of the academic year.	Other		ILT	Quarter 1	Quarter 1		
Hold open house to welcome and inform parents of the school expectations for the year.	Parental Involvement	All	ILT	Quarter 1	Quarter 1		
Hold monthly attendance/student of the month assemblies to celebrate perfect attendance and good behaviors.	Other	All	ILT/Teacher Teams	Quarter 1	Quarter 4		



Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps