Harriet E Sayre Elementary Language Academy

Austin-North Lawndale Elementary Network

1850 N Newland Ave Chicago, IL 60707

ISBE ID: 150162990252436

School ID: 610158

Oracle ID: 29271
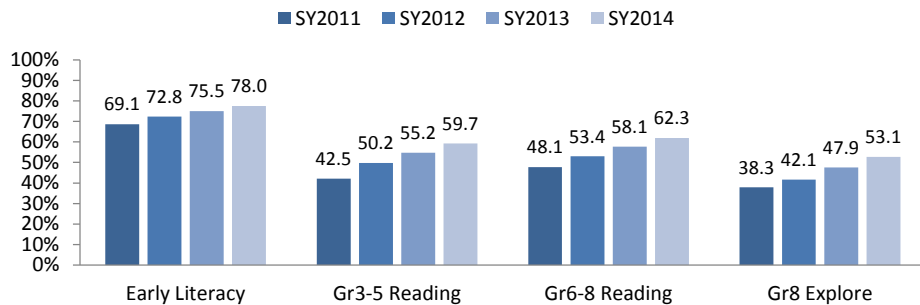
Mission Statement

The mission at Sayre Language Academy is to provide all diverse learners an opportunity to become global citizens who have attained the maximum academic potential through a rigorous curriculum including World Language, Technology, and the Arts. The staff of Sayre Language Academy joins the parents and community to assist students in developing skills to be passionate lifelong learners who are college and career ready.

Strategic Priorities

1. Improve the data-driven instructional approach across grade levels and subject areas to provide a more rigorous curriculum that is aligned to common core standards and differentiated, based on the students' academic needs. Consistent utilization of the data-driven model, coupled with differentiated instruction that is researched based,
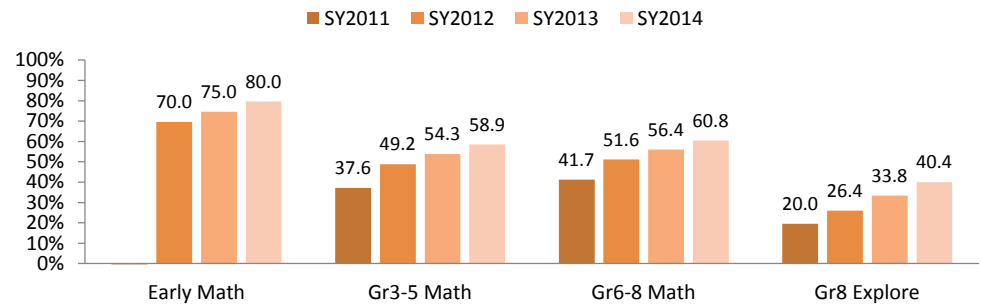
2. Improve the data-driven instructional approach across grade levels and subject areas to provide a more rigorous curriculum that is aligned to common core standards and differentiated, based on the students' academic needs. Consistent utilization of the data-driven model, coupled with differentiated instruction, smaller class size, and

3. Through improvement of the data-driven instructional approach and embedding of the college readiness assessments into daily instruction Sayre's 8th grade students will be prepared to meet/exceed College Readiness Benchmarks, as measured by the EXPLORE assessments. Targeted academic support through small group instruction,

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	69.1	72.8	75.5	78.0
Gr3-5 Reading	42.5	50.2	55.2	59.7
Gr6-8 Reading	48.1	53.4	58.1	62.3
Gr8 Explore	38.3	42.1	47.9	53.1

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		70.0	75.0	80.0
Gr3-5 Math	37.6	49.2	54.3	58.9
Gr6-8 Math	41.7	51.6	56.4	60.8
Gr8 Explore	20.0	26.4	33.8	40.4

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Harriet E Sayre Elementary Language Academy

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
Suzana Ustabecir	Principal
Dr. Marjorie Aitken	Assistant Principal
Faye Berlage	Lead/ Resource Teacher
Amy Cooley	Classroom Teacher
Mark Davidson	Special Education Faculty
Bernice Holzman	Classroom Teacher
Stuart Lassiter	Classroom Teacher
Michelle Moore	Classroom Teacher
Lori Ray	Classroom Teacher
Rachel Schoeny	Lead/ Resource Teacher
William Liddell	Support Staff
Nichole Augustine	Classroom Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

Harriet E Sayre Elementary Language Academy

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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	69.1	72.8	75.5	78.0	**Early Math** % of students at Benchmark on mClass	NDA	70.0	75.0	80.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	42.5	50.2	55.2	59.7	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	37.6	49.2	54.3	58.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.8	54.2	58.8	62.9	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	37.1	49.8	54.8	59.3

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	48.1	53.4	58.1	62.3	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	41.7	51.6	56.4	60.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.8	53.1	57.8	62.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	47.6	55.8	60.2	64.2

8th Grade									
Explore - Reading % of students at college readiness benchmark	38.3	42.1	47.9	53.1	**Explore - Math** % of students at college readiness benchmark	20.0	26.4	33.8	40.4

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.2	97.0	97.0	97.0		**Misconducts** Rate of Misconducts (any) per 100	2.6	2.4	2.2	2.0

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	79.7	85.0	90.0	95.0		**ISAT - Reading** % of students exceeding state standards	17.3	23.5	31.2	38.1
ISAT - Mathematics % of students meeting or exceeding state standards	82.6	85.0	90.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	19.6	27.5	34.7	41.3
ISAT - Science % of students meeting or exceeding state standards	80.8	85.0	90.0	95.0		**ISAT - Science** % of students exceeding state standards	10.4	18.0	26.0	34.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**3**
	• 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.	• 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.	● The school has established clear, measurable goals for student achievement aimed at ensuring the attainment of NWEA targeted growth rates in reading and math. ● Each student in 2nd - 8th grade completes NWEA goal sheets after the Fall assessment session and revisits/adjusts those goals after the Winter assessment season. Goals are also reviewed prior to the Spring assessment. ● The school has established clear, measurable goals for student achievement reaching the College and Career Readiness Benchmark in both reading and math, as measured by the EXPLORE assessment. ● The school has established a clear theory of action plan that outlines the school's priorities, key levers, strategies, and monitoring tools. ● Each teacher uses standards (CCSS or ILS) to develop specific goals for each content area.	
	Principal Leadership	-->		**3**
	• 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.	• 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.	● Principal attends weekly grade level meetings to support a professional learning community. ● Principal schedules both pre- and post-observation meetings with all teachers 2-3 times a year to determine goals and discuss best instructional practices. ● Principal schedules and runs professional development sessions on data with the Sayre staff. ● Principal has created and maintained an environment that both welcomes and helps to educate parents through the Sayre PAC, parent meetings and workshops, "Sayre Connection" Newsletter, Sayre website, and Sayre FFO. ● Professional Development is organized based on school and district priorities. ● Parents are invited to the workshops focused on understanding student learning and academic performance, as it relates to College and Career Readiness. ● Ongoing communication with parents is established via monthly newsletter, school website, robo calls and distribution of specific school/achievement related materials.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	● Teachers participate in the following areas to provide multiple voices for school-wide decision making purposes: - ILT membership - Grade level chairs - Union representative - CIWP team - Mentor teachers within the building to support newly hired teachers - LSC teacher respresentatives - PPLC membership - Foundations ● Teachers participate in writing grants to obtain multiple additional resources for the school. ● Teachers participate in weekly grade level meetings and maintain weekly grade level notes. ● Teachers maintain RtI/data binders to continuously monitor and adjust instruction, as needed to address student needs. ● Teachers share learning about best practices and new initiatives from professional development sessions during staff meetings and at the grade level meetings. ● Teacher collaborate in grade level meetings and whole staff meetings to unpack CCSS.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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.	• 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	● The school's ILT members are comprised of teachers from all grade levels, including Special Education and Special Areas . ● The ILT team meets weekly to analyze data and then reports back to grade-level teams for teacher input on decision-making items. ● ILT members are involved in various professional development activities outside school and information is then shared with the entire Sayre staff.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	● All teachers participate in weekly grade level meetings to analyze recent student data in order to review and make necessary changes to instruction to target student needs. ● ILT members look at grade level and school-wide data on a weekly basis to identify root causes of areas that need to be addressed in order to meet the school's goals for student achievement. ● Teachers maintain and continuously update data walls to evidence student growth in multiple assessment areas. ● All teachers analyze data and develop lesson plans based on the data.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**3**
	• 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.	• 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.	● The school's math and middle school writing curriculum have a year-long scope and sequence aligned with Common Core Standards that map out what is being taught throughout the year. ● Weekly grade level meetings are held to ensure consistency within the unit/skills/central themes being taught within the grade level. ● Planning periods are established for collaboration with grade level and SPED teachers to ensure the alignment of curricula. ● Teachers collaborate on common assessments that are administered within each grade level. ● Students are exposed to different genres of literature with additional support provided in the benchmark grades through the utilization of Achieve3000. ● Support staff pushes in to classrooms to instruct students with disabilities and ensure the attainment of core content knowledge and skills.	
	Instructional materials	--->		**2**
	• 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.	• 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).	● All K-5 teachers utilize a math program aligned with the Common Core Standards that supports students at different proficiency levels, as well as providing ELL support. ● Teachers utilize textbooks for core instruction in literacy, science, and social studies, along with supplemental materials being provided, based on the academic needs of the students. ● CCSS and ILS are posted and utilized in K-8 grade classrooms. ● Teachers utilize a variety of materials to meet the academic needs of tier 2 and tier 3 students.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment		--->	**2**
• 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.	• 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.	● Assessment techniques differ among grade levels. Some are focused on a particular form of assessment, while others are more varied and aligned with the standards being assessed. ● Teachers at the K-2 level utilize mClass assessments to monitor the progess of "intensive" students on a weekly basis and "strategic" students on a bi-monthly basis, in both reading and math. ● Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. ● All teachers have access to their student's IEPs. ● Teachers maintain data binders and updated data walls that are available for review. ● School wide and classroom data walls are established and updated after each assessment cycle.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• 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.	• 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.	● Teachers communicate the learning objectives by posting "I Can" statements/objectives daily, along with the aligned Common Core standards. ●Teachers utilize multiple strategies, as outlined in weekly lesson plans, to promote student engagement, thinking, and understanding. These include, but are not limited to, the following: - Think aloud modeling - Reflective/extended responses - Scaffolding of lessons - Guided reading groups - Small group instruction - Whole group discussions - Opening lesson expectations - Posting of math focus boards, word walls, and anchor charts ● Teachers routinely assess students and analyze data in multiple assessment areas to drive daily classroom instruction. ● Teachers unpack and review Common Core State Standards in order to successfully align their instruction and promote a deep understanding and mastery of the standards. ● Teachers maintain grade level data binders with individual student data, as well as classroom data. ● Teachers integrate technology accross the curriculum.	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**2**
• 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.	• 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.	● Teachers establish fluid RtI groups to support students' areas of growth in specific skills. ● Students are progress monitored on regular basis to ensure fidelity of support needed. ● Interventions are monitored by teacher teams and individual teachers, so that adjusments can be made at least every 2 weeks. ● Interventions at the elementary level include in-class, small group instruction, push-in support, one-on-one support, and additional supports outside the classroom.	
Whole staff professional development		-->	**2**
Professional Learning • 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.	• 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.	●The school has a year-long outline for whole staff professional development aligned and adjusted to school-wide priorities and growth goals. ● Professional Development occurs throughout the year and is aligned to school, ANL network and district priorities. ●Professional development implementation is discussed at grade levels, but it is not monitored school-wide. ● Meaningful reflection and conversation is not occurring to discuss the effectiveness of professional development implementation.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams* --->			**2**
	• 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.	• 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.	● Teachers meet weekly to analyze data and plan both weekly and long-term unit instruction. ● Classroom teachers collaborate with other teachers (grade level, World Language, special education, ESL, and exploratory) to coordinate the needs of students. ● ILT members communicate information to teacher teams, but minimally support them in other ways ● Weekly grade-level notes formalize the process of team collaboration. ● Ownership for student learning results lies primarily with individual teachers.	
	Instructional coaching --->			**2**
	• 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.	• 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.	● The principal provides instructional support during pre- and post-conference conversations from both formal and informal observations. ● Newly hired teachers are assigned mentor teachers within the building to support them throughout the first year. ● Formalized instructional coaching is provided through the ANL network support, as well as CNTC mentoring support. ● Professional development decisions are primarily left to the initiative of the individual teacher.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture*** --->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	● All 8th grade students with IEPs have transition plans for high school. ● All 8th grade students participated in individual conferences with the principal and assistant principal to discuss their EXPLORE practice scores and determine next steps for ensuring achievement of college and career benchmarks. ● All 8th grade students complete Exit Slips in the fall in which they communicate their top high school choices and the applications they have submitted. ● Both the principal and assistant principal have conversations with every 8th grade student to discuss high school options and opportunities ● Students in 4th - 8th grade have an opportunity for authentic leadership and voice through bi-monthly student council meetings and participation in the school's Foundations student surveys. ● High school representatives present information to 8th graders. ● Students participate in the Network high school fairs.	
	Relationships --->			**3**
	• 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.	• 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.	● Some students form bonds with homeroom and staff members who care about them and support them in achieving their goals. ● The school's Foundations team is developing protocols to promote patterns of interactions between adults, adults and students, and among students that will be respectful and provide appropriate, fair responses to disrespectful behavior. ● The school holds an annual International NIght to demonstrate value of all cultures. ● The Foundation Team has consistently participated in PD sessions provided by the network. ● The Foundation Team is in the process of developing and implementing consistent school-wide behavior protocols.	
	Behavior& Safety --->			**3**
	• 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.	• 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.	● All staff members adhere to a schedule for morning supervision of students. ● Some staff members supervise the school grounds at dismissal. ● Parent volunteers help with student supervision before and after school. ● The school utilizes the CPS SCC to address discipline and behavior issues. ● The school's Foundations team is developing protocols for a common, consistent school-wide approach to student discipline and tiered approach to intervention that recognizes and builds on positive behavior. ● The school promotes a safe and welcoming environment by establishing the following: Open House/Curriculum Night; Ice Cream Social; Classroom rules; Morning Greeting (done with morning announcements); Regularly updated bulletin boards throughout the building.	

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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
Expectations	-->		**3**
• 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.	• 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.	● The principal regularly provides clear information for families on school performance and accurately explains the information, so families understand its relevance to their child's progress by initiating the following: Quarterly parent data meetings; Sayre Website; monthly Sayre Connection newsletter. ● Teachers provide families with clear information of student expectations in each grade level through Curriculum Night and individual parent conferences ● During parent/teacher conferences, teachers discuss both NWEA and mClass student data, along with goals set by teacher and student. ● The school routinely provides families with information on high schools and selective enrollment schools.	
Ongoing communication	-->		**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	● Teachers and school staff engage in ongoing, two-way communication with families evidenced through: - The school provides information regarding Parent Portal access and its use; - Staff maintains parent communication logs; - Teacher conference request forms are provided to facilitate parent meetings; - Emails between teachers and parents; - Reports documenting student home use of Achieve 3000, Compass Learning, and enVision webites.	
Bonding	-->		**2**
• 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.	• 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.	● All parents are welcomed to join the school's FFO (Family and Friends organization). ● Parents are invited to multiple school events, including (but not limited to): assemblies, multiple curriculum fairs, and field trips. ● The principal leads the efforts to empower and motivate families and the community to become engaged through the initiation of various parent meetings ● The school arranges necessary interpreters to enable all families to be engaged.	

DIMENSION 5: Family and Community Engagement

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
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	● The school routinely refers families for necessary services from outside agencies. ● The school has Preschool For All in which there is outreach for non-attending 3 year olds residing in the neighborhood area. ● The school follows all IEPs and 504 plans/accommodations with fidelity.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• 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.	● All 8th grade students participate in the EXPLORE Interest Inventory. ● SPED transition goals are clearly written and followed as students transition into high school. ● The school participates in the Junior Achievement program to expose students to real world experiences requiring educational skills. ● Students participate in data meetings with their teachers where current scores are analyzed and goals are set for the next assessment. ● The school participates in Network high school fairs.	
Academic Planning	-->		**3**
• 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.	• 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.	● All students in grades 2-8 meet with their homeroom teachers to discuss their scores on the NWEA assessments and to collaboratively create goals for each measure. ● Upper grade students participate in career research projects. ● RtI services are routinely provided to students in order to address student areas of growth and prepare them for reaching College and Career Readiness Benchmarks. ● Assessment data is utilized to determine students' College and Career Readiness levels develop appropriate academic support paths to ensure that all students are on the track to achieving the College and Career Readiness Benchmarks by the time they graduate from 8th grade.	
Enrichment & Extracurricular Engagement	-->		**3**
• 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.	• 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.	● The school participates in the After School All-Stars program, which offers a variety of extracurricular opportunities, as well as some targeted programming to support academic achievement. ● Saturday School and Early Bird Academy are provided to enhance academic achievement. ● Students have multiple opportunities to participate in a variety of sports programs throughout the year.	

N 6: College and Career Readiness Supports

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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
DIMENSIO	***College & Career Assessments***	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	● The school provides enrichment for several grade levels during Saturday Academy. ● Compass Learning and Achieve 3000 are used in and out of the classroom to aid with NWEA and ISAT preparation. ●8th grade students participate in EXPLORE testing and 7th grade students take a practice EXPLORE assessment.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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 to elementary schools.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	● The school keeps record of the promotion policy. ● Parent meetings are held to established expectations and answer questions related to "benchmark" grades. ● Curriculum night and an ice cream social are held at the beginning of the school year to establish a home-school relationship and to give families necessary information, as students transition into a new grade level. ●Kindergarten orientation is held each year to ensure smooth transitions and to inform families of the expectations. ● Contracts are signed by parents and students indicating that they understand academic requirements.	

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*** --->			**2**
	• 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.	• 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.	● The school maintains focus on use of resources for the student achievement necessary for every student to be College and Career Ready. ● The school's FFO has attempted to establish outside funding and community partnerships; however, they are primarily limited to opportunities that present themselves to the school. ● The school allocates discretionary funding to identified needs and strategic priorities.	
	Building a Team --->			**3**
	• 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.	• 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.	● Grade level respresentatives of current staff are present during the interview process. ● The school conducts a multi-step interview process involving the following: Initial team interview; Create and model a formal lesson; Specialized area interview (grade level, primary, intermediate, etc.). ● Grade level teams are assembled with each teacher's knowledge and expertise in mind. ● Most applicants have no prior connections to the school. ● Discretionary funds are used to ensure smaller class sizes, whenever possible.	
	Use of Time --->			**3**
	• 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.	• 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.	● Weekly grade level meeting are held for team collaboration. ● RtI periods are built into the schedule and student data is analyzed on regular basis in order to provide appropriate groupings and ensuring that the ongoing support is based on the needs of students. ● Before/After school programs are designed to fit student needs	

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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

The mission at Sayre Language Academy is to provide all diverse learners an opportunity to become global citizens who have attained the maximum academic potential through a rigorous curriculum including World Language, Technology, and the Arts. The staff of Sayre Language Academy joins the parents and community to assist students in developing skills to be passionate lifelong learners who are college and career ready.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Improve the data-driven instructional approach across grade levels and subject areas to provide a more rigorous curriculum that is aligned to common core standards and differentiated, based on the students' academic needs. Consistent utilization of the data-driven model, coupled with differentiated instruction that is researched based, should provide opportunity to have least 60% of Sayre students 2nd - 8th grade meet or exceed their targeted growth rate in reading and math, as measured by the NWEA assessment.	Last year, less 40% of the students met the targeted growth expectations in reading and math. In order for us to keep up with the national growth trends, at least 60% (or more) of our students in 2nd – 8th grade need to meet or exceed their targeted growth expectations.
2	Improve the data-driven instructional approach across grade levels and subject areas to provide a more rigorous curriculum that is aligned to common core standards and differentiated, based on the students' academic needs. Consistent utilization of the data-driven model, coupled with differentiated instruction, smaller class size, and extended learning opportunities (before/after/Saturday school programming). Instruction should provide opportunities to increase the percentage of students who exceed standards in reading, math, and science, as measured by the ISAT assessment.	Even though Sayre's M/E category account for 80% of 3rd – 8th grade students, the percentage of students who are exceeding standards (considered College and Career Ready) is less than 20%.
3	Through improvement of the data-driven instructional approach and embedding of the college readiness assessments into daily instruction Sayre's 8th grade students will be prepared to meet/exceed College Readiness Benchmarks, as measured by the EXPLORE assessments. Targeted academic support through small group instruction, extended learning opportunities coupled with differentiated instruction should provide opportunities to increase percentage of 8th grade students who meet/exceed the College Readiness Benchmarks, as measured by the EXPLORE assessment.	Last year, less than 40% of 8th graders met the College and Career Readiness Benchmark in reading as measured by the EXPLORE assessment. In addition, only 20% of students met the College and Career Readiness Benchmark in math as measured by the EXPLORE assessment.
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
Improve the data-driven instructional approach across grade levels and subject areas to provide a more rigorous curriculum that is aligned to common core standards and differentiated, based on the students' academic needs. Consistent utilization of the data-driven model, coupled with differentiated instruction that is researched based, should provide opportunity to have least 60% of Sayre students 2nd - 8th grade meet or exceed their targeted	Last year, less 40% of the students met the targeted growth expectations in reading and math. In order for us to keep up with the national growth trends, at least 60% (or more) of our students in 2nd – 8th grade need to meet or exceed their targeted growth expectations.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers in 2nd - 8th grade will complete excel sheets that will provide opportunities for timely discussions regarding on-target student performance, differentiated instruction, and targeted academic assistance.	Instruction	All	Homeroom teachers	Quarter 1	Quarter 4		Excel sheets will be completed no later than 2 weeks after the closing of the assessment window. Excel sheets will be completed 3 times a year (Fall, Winter, Spring). If district reports become available, then this milestone will be replaced by a different one.
Teachers will provide RtI (reading and math) to students falling into the Tier 2 and 3 categories, as determined by the NWEA assessment and aligned classroom assessments, on a routine basis	Instruction	Other student group	Homeroom teachers	Quarter 1	Quarter 4		RtI support is ongoing. Re-grouping takes place after the assessment window closes and the data becomes available for review. GLT will review the data on the rotating schedule (Reading week one, math week 2, and science week 3).
At least 95 % of the students in 2nd - 8th grade will log on to Compass Learning (both in school and at home) once a week to practice skills aligned with their most recent NWEA scores. The progress will be monitored by homeroom teachers. Each grade level will determine the performance goals for the students.	Instructional Materials	All	Homeroom teachers	Quarter 1	Quarter 4		Tech Coordinator will run bi-monthly utilization and performance reports and distribute them to the staff and administration via email. Adjustments will be made based on the students needs & data review.

Strategic Priority 1

Improve rigor and differentiation across the grade levels. Specific focus on will be provided to 3rd - 8th grade. RtI will be utilized to support tier 2 and tier 3 students, while Before/After/Saturday School academic opportunities will be created to support students who are meeting the standards and can be challenged to reach "exceeds" level. Student selection will be based on their performance on the NWEA.	Instruction	Other student group	Homeroom teachers	Quarter 2	Quarter 4		After and Before School programming will begin three weeks after the completion of the Fall Assessment and go through April (start of the Spring NWEA assessment). The three week period will be used to analyze the data, determine student eligibility and complete appropriate paperwork. Saturday programming will begin after the winter assessment is completed and go until ISAT assessment takes place.
Teachers in 3rd/6th/8th grades will utilize Achieve3000 to increase students' exposure to nonfiction text and to increase students' comprehension.	Instruction	Other student group	Homeroom teachers	Quarter 1	Quarter 1		Achieve3000 will be utilized weekly and the monitoring of the usage and student performance will be done by the teachers.
Students will meet targeted performance levels for Achieve 3000 usage, as identified by 2012/13 ANL Network expectations.	Instruction	Other student group	Homeroom teachers	Quarter 1	Quarter 1		
At least 25 parents will attend each parent workshop focusing on NWEA data and the use of Compass Learning. The programs will be reviewed with parents in parent meetings and workshops. Expectations regarding program usage and completion rate at each grade level will be discussed, as well.	Parental Involvement		Administration and Teachers	Quarter 1	Quarter 2		Curriculum Night (September) - review data session with at least 25 parents; Report Card Pick-up Day (November) - review data with all parents in attendance, Parent workshops (October, December, and January) - review data session with at least 25 parents.
All teachers in 2nd - 8th grade will conference with students regarding their targeted NWEA growth at least three times a year. The conference will occur within two weeks of the closing of the assessment window.	Instruction	All	Homeroom teachers	Quarter 1	Quarter 3		Fall Goal Setting Sessions will take place 2 weeks after the close of the assessment window. Winter Goal Setting Sessions will take place 2 weeks after the close of the winter assessment window. Review of the EOY goals will take place no later than a week prior to the spring assessment.
School wide data wall and classroom data walls will be created.	Instruction	All	Homeroom teachers	Quarter 1	Quarter 4		Data walls will be updated after the close of each assessment window.
Students attending any and all enrichment programs are expected to maintain an attendance rate of 90% or above.	After School/ Extended Day	Other student group	Teachers	Quarter 1	Quarter 4		

Strategic Priority 1

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
Improve the data-driven instructional approach across grade levels and subject areas to provide a more rigorous curriculum that is aligned to common core standards and differentiated, based on the students' academic needs. Consistent utilization of the data-driven model, coupled with differentiated instruction, smaller class size, and extended learning opportunities (before/after/Saturday school programming). Instruction should provide	Even though Sayre's M/E category account for 80% of 3rd – 8th grade students, the percentage of students who are exceeding standards (considered College and Career Ready) is less than 20%.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All students in 3rd - 8th grade will engage in weekly ISAT like assessment practice utilizing the Buckle Down ISAT preparation books.	Instructional Materials	All	Homeroom Teachers	Quarter 1	Quarter 4		
Students in 3rd - 8th grade will be provided with Before/After/Saturday School academic opportunities. Student selection will be based on their performance on the NWEA.	Instructional Materials	Other student group	Homeroom Teachers	Quarter 2	Quarter 4		After and Before School programming will begin three weeks after the completion of the Fall Assessment and go through April (start of the Spring NWEA assessment). The three week period will be used to analyze the data, determine student eligibility and complete appropriate paperwork. Saturday programming will begin after the winter assessment is completed and go until ISAT assessment takes place.
At least 90 % of the students in grades 3/6/8 will utilize Achieve3000 on weekly basis to increase exposure to nonfiction text and to improve comprehension skills.	Instruction	Other student group	Homeroom teachers	Quarter 1	Quarter 1		Achieve3000 will be utilized weekly and the monitoring of the usage and student performance will be done by the teachers.
Students will meet targeted performance levels for Achieve 3000 usage as identified by 2012/13 ANL Network expectations.	Instruction	Other student group	Homeroom teachers	Quarter 1	Quarter 1		
ISAT Data and its correlation to the NWEA data will be reviewed with parents in parent meetings and workshops. Expectations regarding program usage and completion rate at each grade level will be discussed, as well.	Parental Involvement		Administration and Teachers	Quarter 1	Quarter 2		Curriculum Night (September) - review data session with at least 25 parents; Report Card Pick-up Day (November) - review data with all parents in attendance, Parent workshops (October, December, and January) - review data session with at least 25 parents.

Strategic Priority 2

All teachers in 3rd - 8th grade will utilize Fall and Winter NWEA assement data to determine student proficiency levels and projected ISAT performance. Data analysis will lead to affording students opportunities to receive appropriate instructional support and extended learning opportunities.	Instruction	All	Homeroom teachers	Quarter 1	Quarter 2		
All 3rd - 8th parents will be provided with informational brochures regarding the assesments and the ways they can support their children during the assessment season.	Parental Involvement	Other student group	Homeroom teachers	Quarter 1	Quarter 4		
Grade level teams will provide workshops/presentation regarding strategies/websites/books and other materials that parents can use to support their students.	Parental Involvement	Other student group	Homeroom teachers	Quarter 1	Quarter 3		

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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
Through improvement of the data-driven instructional approach and embedding of the college readiness assessments into daily instruction Sayre's 8th grade students will be prepared to meet/exceed College Readiness Benchmarks, as measured by the EXPLORE assessments. Targeted academic support through small group instruction, extended learning opportunities coupled with differentiated instruction should provide opportunities to	Last year, less than 40% of 8th graders met the College and Career Readiness Benchmark in reading as measured by the EXPLORE assessment. In addition, only 20% of students met the College and Career Readiness Benchmark in math as measured by the EXPLORE assessment.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase practice EXPLORE Materials	Instructional Materials	Other student group	Administration	Quarter 1	Quarter 2		Will follow the network/district guidelines to complete purchases of practice materials.
Teachers will develop EXPLORE like questions and embed them in daily instructional practices, as evidenced by the lesson plans, practice problems and review assessments.	Instruction	Other student group	Middle Grade Teachers & Administration	Quarter 1	Quarter 4		
All 8th grade students will participate in ANL practice EXPLORE assessments.	Instruction	Other student group	Middle Grade Teachers	Quarter 1	Quarter 4		
Teachers will analyze practice EXPLORE assessment data and develop strategic plans to address the academic deficiencies that are identified through the practice assessment.	Instruction	Other student group	Middle Grade Teachers	Quarter 1	Quarter 4		All data analysis will take place a week after the assessment is completed and the appropriate student support systems will be put in place (RtI, small groups, extended learning opportunities).
All students will be able to particpate in the extended learning opportunities (after school program) where strategies and content related to EXPLORE will be reviewed.	Instruction	Other student group	Middle Grade Teachers	Quarter 1	Quarter 4		Timeframe for classes will be determined, based on the actual assessments dates.
Parents will be informed of the College and Career Readiness Benchmarks, as they relate to EXPLORE, via parent workshops and informational meetings.	Parental Involvement	All	Middle Grade Teachers & Administration	Quarter 1	Quarter 4		Curriculum Night (September), 8th Grade Parent Meetings (October, December, March), Report Card Pick Up days (November and April).
Middle Grades Teachers will attend professional development sessions (provided by the network/district) related to EXPLORE and College and Career Readiness Benchmark.	Instruction	All	Middle Grade Teachers	On-going	On-going		

Strategic Priority 3

Middle Grades parents and students will be provided with informational brochures regarding the EXPLORE assessment and its correlation to the College and Career Benchmarks as well as ACT and SAT assessments.	Parental Involvement	All	Middle Grade Teachers & Administration	Quarter 1	Quarter 4		

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