CIWP

2012-2014 Continuous Improvement Work Plan

Walt Disney Magnet Elementary School

Ravenswood-Ridge Elementary Network

4140 N Marine Dr Chicago, IL 60613

ISBE ID: 150162990252160

School ID: 610363

Oracle ID: 29401

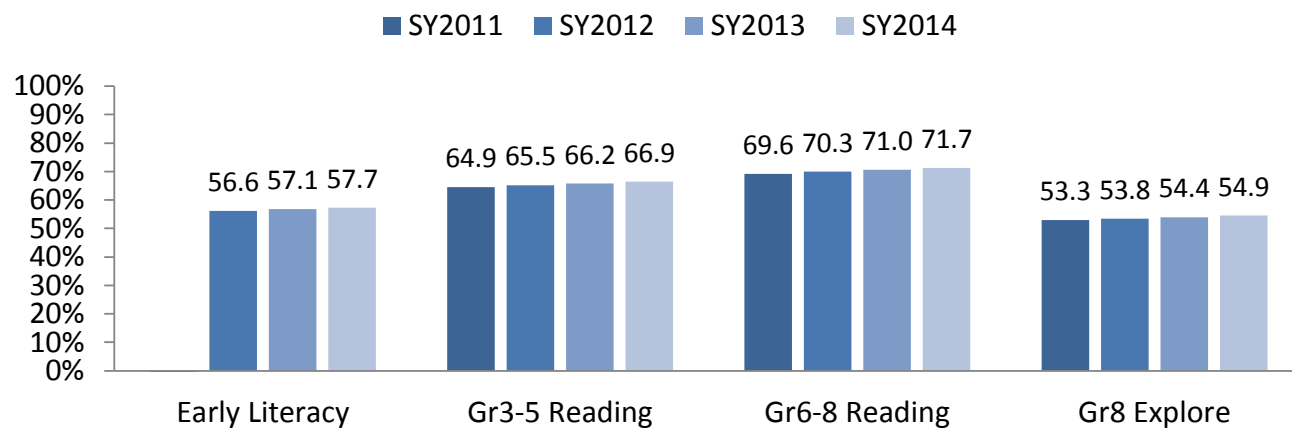CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The Disney community will work as a unified team to achieve an ideal learning environment with a wide variety of experiences. We will create opportunities for students to reach their full potential in a rigorous, supportive, exciting, educationally rich, fun learning environment. Our collaborative efforts will create a "sense of belonging," nurture success, and develop 21st century skills, as we "prepare the children of today for the world of tomorrow."
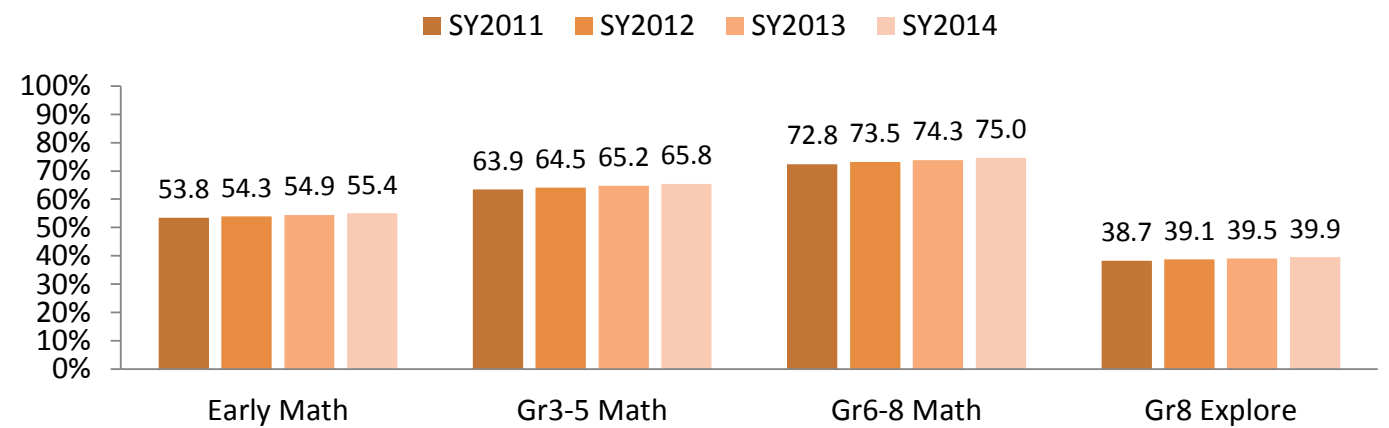
Strategic Priorities

1. AN ARTICULATED CURRICULUM:
   Continue to implement our articulated curriculum to increase achievement in all content areas. Literacy and mathematics will increase on the ISAT test in grades 3-8

2. DATA DRIVEN INSTRUCTION:
   Continue to use data to make decisions about curriculum and instruction that will increase achievement in all subject areas and all grade levels. Achievement will

3. VARIED INSTRUCTIONAL STRATEGIES:
   Continue to implement varied instructional strategies that will affect student achievement as demonstrated in the classroom, lesson plans, curriculum

4. LEADERSHIP:
   Continue to afford staff and parents the opportunity to participate in leadership and professional development that will improve student achievement in all content

5. LEARNING CLIMATE & SAFETY:
   Continue to provide students with an enriched and comprehensive learning environment in which they can strive for success.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy		56.6	57.1	57.7
Gr3-5 Reading	64.9	65.5	66.2	66.9
Gr6-8 Reading	69.6	70.3	71.0	71.7
Gr8 Explore	53.3	53.8	54.4	54.9

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	53.8	54.3	54.9	55.4
Gr3-5 Math	63.9	64.5	65.2	65.8
Gr6-8 Math	72.8	73.5	74.3	75.0
Gr8 Explore	38.7	39.1	39.5	39.9

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:	Walt Disney Magnet Elementary 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
Dr. Kathleen Hagstrom	Principal
Ms. Michelle Talko	LSC Member
Ms. Julianna Parker	Classroom Teacher
Ms. Alexandra Cooper	LSC Member
Ms. Natasha Patel	Classroom Teacher
Ms. Arcelis Villeda	ELL Teacher
Ms. Mary Bush Port-Ginn	Classroom Teacher
Ms. Katie Kinder	Classroom Teacher
Mr. Andrew Russell	Classroom Teacher
Mr. William Cataldo	Classroom Teacher
Ms. Laura Scherry	Special Education Faculty
Ms. Mahpara Khan	ELL Teacher

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Walt Disney Magnet Elementary School

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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	NDA	56.6	57.1	57.7	**Early Math** % of students at Benchmark on mClass	53.8	54.3	54.9	55.4

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	64.9	65.5	66.2	66.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	63.9	64.5	65.2	65.8
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.7	55.2	55.8	56.4	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	64.1	64.7	65.4	66.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	69.6	70.3	71.0	71.7	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	72.8	73.5	74.3	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.0	51.5	52.0	52.5	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.9	60.1	60.7	61.3

8th Grade									
Explore - Reading % of students at college readiness benchmark	53.3	53.8	54.4	54.9	**Explore - Math** % of students at college readiness benchmark	38.7	39.1	39.5	39.9

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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	96.4	96.5	96.6	96.7	**Misconducts** Rate of Misconducts (any) per 100	7.7	7.3	6.9	6.6

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	87.0	87.9	88.7	89.6	**ISAT - Reading** % of students exceeding state standards	35.7	36.1	36.4	36.8
ISAT - Mathematics % of students meeting or exceeding state standards	92.6	93.5	94.5	95.4	**ISAT - Mathematics** % of students exceeding state standards	46.0	46.5	46.9	47.4
ISAT - Science % of students meeting or exceeding state standards	84.9	85.7	86.6	87.5	**ISAT - Science** % of students exceeding state standards	29.8	30.1	30.4	30.7

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**
	• 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.	*Students participate in goal-setting and progress monitoring by analyzing data and maintaining personal portfolios. *Disney's Theory of Action centers around using data to inform decisions about instruction, curriculum and resources. Our Theory of Action contains three critical components for student achievement: Articulated Curriculm, Varied Instructional Methodology, and Data-Driven Instruction.	
	Principal Leadership	-->		**4**
	• 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 sets the high expectations for the school; our school's composite growth has increase from 53.8 to 89. 5 in the ten years of administration (#s include ELL population). *Principal provides clear expectations for instruction (varied instructional methodology), curriculum (articulated Harcourt/Holt Series), data driven decisions (data dialogues, DDI, etc.), environment (environmental checklist), and lesson planning (school format); All of these are monitored regularly by the administration and on-going feedback is provided to teachers. *Principal informs parents on student achievement gains, school goals and expectations during LSC, BAC, PAC and PTA meetings. *Principal monitors school progress using a variety of strategies which include but aren't limited to the following: teacher observation, participation in data dialogues, weekly administrative discussions, and regular review of Disney consolidated spreadsheet. *Principal articulates Disney's vision and mission to the parents, teachers, students, and community through a variety of avenues, including presentations, website, handbook(s), and newsletters. *Principal garners resources to ensure access to ubiquitous technology by equipping all classrooms with interactive whiteboards, electronic responders, and document projectors. Disney has 17 computer labs with over 800 computers and is equipped with 400 iPads. *Principal initiated a 21st Century Learning Curriculum for Grades 6-8 that requires students working in teams, collaborative thinking, problem solving with multimedia solutions. After students have examined their curriculum using this format, they tackle 21st Century problems. This process is facilitated with iPads.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		--->	**4**
• 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	*Our teachers have weekly grade level meetings in which they discuss: the needs of the grade level, instruction, pacing, materials, etc. *Our teachers are also assigned to an Instruction Improvement Committee (IIC) that meets monthly to discuss the content area (Reading, Math, Science, Social Studies, Technology, Data, PPLC) needs. *Data Dialogue Meetings are held weekly to review the data from various formative assessments, identify strengths/targets, identify instructional strategies for the week and discuss struggling students. *Our ILT meets monthly to ensure that the action plan is being implemented. They will begin "mini" rounds to ensure implementation is full and effective. *RtI team meets as needed to discuss the status of students struggling and next steps. *STARS team meets regularly to identify professional development activities, approve applications to conferences, create bulletin boards representing instructional strategies. *MCLTs meet quarterly to determine professional development activities that focus on integrating the arts with the curriculum. *Both the Special Education Team and the Bilingual Team meet monthly or as needed to discuss concerns, strategies, documentation, needs, etc. *Shared Facility Team meets monthly to discuss, concerns, materials, procedures, and curricular needs. *Promethean Team is encouraged to share strategies for implementation at our monthly professional development meetings. *Teachers are encouraged to share strategies informally, during grade level meetings, and professional development activities. *The new teachers' meeting held at the beginning of the year to identify a Disney Buddy and introduce key members of staff to support needs. *Family Liaisons – our Floor Directors respond to all parental needs on a daily basis. *LLT - supports literacy instruction through modeling, materials, and professional development activities.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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	*Disney's ILT is comprised of grade level representatives and special expertise (Bilingual, Special Education and Administrative). *Members of the ILT (pod leaders) lead the grade level team meetings and the data dialogue meetings on a weekly basis. *The ILT in collaboration with the Floor Director analyze the results of formative assessments to determine school wide trends, students' strengths/targets, instructional strategies for implementation. *The ILT reflect on instruction and share instructional strategies to help improve student achievement. *Members of the ILT attend the monthly Ravenswood/Ridge Network ILT meetings, bring information back to school and discuss implementation and/or next steps with full school ILT. *ILT has led the review of Common Core State Standards in the areas of Informational Text, Literature and Writing.	
Monitoring and adjusting	-->		**4**
• 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.	*Disney has a systematic approach for ensuring our theory of action is implemented: 1. Teachers are monitored to ensure that the curriculum is articulated; 2. Teachers are provided with professional development on Varied Instructional Methodology, technology intergration, literacy, testing practices, etc.; lesson plans are monitored weekly; observations made to ensure strategies are implemented and provide feedback; 3. Teachers meet weekly to analyze data and make data-driven decisions that will affect student achievement. *Disney teachers use previous year's data to complete the Power of Four which targets particular students for improvement. *Disney teachers use DDI to identify the strengths and targets for their reading and math students and implement strategies for improvement 3x a year using the NWEA results. *Using CPS' proficiency benchmark (50%) our EOY 2011 results on our formative assessments MAP and mClass were as follows: Primary Reading - 56%, Primary Math - 53.8%, Intermediate	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• 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.	*Disney implements the Harcourt/Holt Basal series to ensure our curriculum is articulated; additional resources are used to enhance instruction. *Disney teachers develop quarter curriculum documentation, pacing schedule and parent communication to ensure an articulated curriculum is being provided to students. *Disney teaches to the Illinois State Standards and has begun looking at the Common Core State Standards (Reading, Writing and Math.) *Disney teachers use differentiated instruction to ensure that all students receive appropriately leveled lessons. *Disney grade level teams develop an art integrated unit with a science focus; the unit ends with a culminating performance for parents to attend. *All students have access to the curriculum; Disney's texts provide support materials (intervention kits, leveled readers, etc.) to be used with students with disabilities as well as ELL students.	
	Instructional materials	-->		**4**
	• 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).	*Disney has implemented the Harcourt/Holt Basal Series school wide which has been aligned to the State Standards to ensure spiraling of the curriculum. *Disney teachers have access to support materials, novels, programs (Learning A-Z, Raz Kids, Fast ForWord, Direct Instruction, ST Math. Study Island, etc.) which can be used to support SWD and ELL population. *All students have access to the educational program's materials, supplies and resources. *Materials are made available in the native language for students in need. *In 2010-2011, Disney's percentage of ELL students was 11.9%; the number of students meeting & exceeding on the ISAT were as follows: Rdg 26.7% and Math 73.3%. * In 2010-2011, Disney's percentage of IEP students was 9.2%; the number of students meeting & exceeding on the ISAT were as follows: Rdg 39.8%, Math 58.3% and 60.5% Science.	

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		-->	**4**
• 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.	*Disney uses the formative assessment results to make decisions about flexible grouping. *Disney teachers use the following formative assessment: MAP, TRC, mClass, Harcourt Theme Test, and Holt Unit Test; summative assessments include: DWWA, Explore, and ISAT. *Conference rooms have data posted and data is easily accessible for viewing, discussing and updating. *Progress charts are located in each homeroom to ensure students know their assessment results. *DDI charts are posted in homerooms which identify groups based on strengths/targets. *Disney has created a consolidated spreadsheet that reflects data from various sources: formative assessment results, grades, attendance, etc. *Disney follows students' IEP and ELL plans to ensure appropriate accommodations are made during testing. *Disney's ISAT Meets & Exceeds scores for 2010-2011 were as follows: Reading 87%, Math 92.6%, Science 84.9% and 89.1% Composite (#s include ELL population). *Disney's teachers use the results of assessments to make decisions about student placement in RtI tiers.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**4**
• 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.	*Disney teachers initiate lessons with objectives, clear directions, and application usage. *Disney teachers receive professional development in varied instructional methodology which include differentiation and brain based instruction; these strategies encourage teachers to use various questioning levels. *Disney's teachers receive support in implementing HOTS in the classroom by our LLT. *Disney teachers scaffold instruction to ensure all students are learning and that the support they receive is appropriate. *Disney teachers use a variety of assessments to make decisions about instruction, reteaching, and pacing. *Disney teachers regularly use the following formative assessment to make decisions about instruction: MAP, TRC, mClass, Harcourt Theme Test, and Holt Unit Test; summative assessments include: DWWA, Explore, and ISAT. *Disney's data is used by a variety of teams (i.e. ILT, Grade Level Teams, RtI Team, Special Education Team, Bilingual Team, etc.) to make informed decisions about student learning. *Disney's ISAT Meets & Exceeds scores for 2010-2011 were as follows: Reading 87%, Math 92.6%, Science 84.9% and 89.1% Composite (#s include ELL population).	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**3**
• 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.	*Disney generates a year long calendar which identifies testing windows for all formative and summative assessments. *Disney teachers analyze the formative assessments to identify student skill gaps. *Disney uses a variety of interventions to support students' needs: cooperative groups, small group instruction, art/technology integration, DDI tools, special program (Fast ForWord, Direct Instruction, Study Island, Learning A-Z, ST Math, Raz Kids, etc.) and additional support services (Floor Directors, Lead Literacy Teacher, Counselors, Social Worker, Psychologist, etc.) *Disney identifies the RtI tier of need for students; we currently have 51 students in Tier 2 and 21 students in Tier 3; 19 case studies have been completed in 2011-12. *Disney teachers progress monitor in the primary grades; students on level - twice a year BOY & MOY, students below level - 4 to 5 times a year determined by teacher and at risk students - weekly. *Disney teachers all use the results of MAP to identify strenghts and targets for both reading and math 3X a year. *Disney's interventions are monitored by a variety of teams (i.e. ILT, Grade Level Teams, RtI Team, Special Education Team, Bilingual Team, etc.) to make informed decisions about students. *Using CPS's proficiency benchmark (50%) our EOY 2011 results on our	
Whole staff professional development		-->	**4**
• 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.	*Disney year long professional development plan is focused on varied instructional methodology, data driven activities and literacy development. *Disney's "STARS" team lead professional development activities which focus on Mazzono's Nine Essential Strategies, Varied Instructional Methodology and Brain Based Instruction. *MCLTs meet quarterly to determine professional development activities that focus on integrating the arts with the curriculum. *Promethean Team is encouraged to share strategies for implementation at our monthly professional development meetings. *LLT - supports literacy instruction through modeling, materials, and professional development activities. *RtI team presents to staff on strategies to support struggling students,	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**4**
	• 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.	*Disney Grade Level Teams develop curriculum documentation, pacing schedules and parent notification on a quarterly basis. *Disney Grade Level Teams develop an art integrated unit annually that focuses on a science theme. *Disney's 6-8 grade teams identify a 21st Century Problem quarterly using the four content areas: literature, science, math and social studies. *Disney's Data Dialogues are scheduled weekly; teams analyze various data sources (MAP, TRC, mClass, Harcourt Theme Test, Holt Unit Test, DWWA Practice Test, Explore Practice Test, etc.) to drive our educational decisions (groupings, curriculum focus, instructional strategies, etc.) *Disney's Data Teams also address grade level strengths/targets, develop/model/share interventions (ROK Cards, Quick Shots and Student Data Portfolios), schedule intervention strategies for the week, develop procedures for educating parents on MAP Test & Language and plan vertically using data. *Disney's Data IIC is charged with ensuring consolidated data spreadsheets are updated with current and appropriate data. *Disney grade level teams meet weekly to ensure the common focus (curriculum alignment, instructional implementation, analysis of data, etc.)	
	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.	*Disney teachers are observed twice yearly (once by the principal and the other by the assistant principal) and provided with feedback to improve instruction, documentation, lesson planning, etc. *Disney's Floor Directors support teachers through informal observations and coaching; feedback is provided on lesson plans, classroom environment, classroom management, and unit development. *Disney's Lead Literacy Teacher provides professional development activities, creates materials for instructional implementation, and models strategies in the classrooms. *Disney's new teachers are provided a buddy to support them in a variety of areas: procedures, lesson planning, curriculum implementation, etc. *On-going professional development activities introduce and model strategies for implementation by new teachers. *Disney teachers meet weekly to discuss instructional needs and/or concerns as well as to discuss data and instructional strategies which provides clarification and support to new teachers. *Disney Pod Leaders support any day to day needs of new teachers.	

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
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	*Disney has high expectations for students and encourages to think of future endeavors: high school fairs, college readiness, and future employment. *Disney believes that real life exposure provides students with choices for future activities; Teachers are encouraged to schedule one field trip a month that enhance the curricular experience. *Disney's 21st Century Learning Curriculum for Grades 6-8 that requires students working in teams, collaborative thinking, problem solving with multimedia solutions; these strategies prepare students for future endeavors: education, professions, etc. *New for the 2012-13 school year is the development of our career and college readiness zone; the zone will house college catalogues, pennants, and career profiles to be used by upper grade teachers in helping prepare students for	
Relationships	-->		**4**
• 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.	*Disney's homeroom teachers are the main advocates of the students ensuring that the students' instructional, emotional and social needs are identified and supported. *Disney's students have additional advocates: 1) Principal & Asst. Principal - Supports all needs. 2) Floor Director/Clerks - Supports all needs but focus on academic, behavioral and medical. 3) Counselors - academic and social. 4) Social Worker, Pyschologist, Nurse, Speech, etc. - support the social, emotional, mental, etc. *Disney's Diverse population (racial, academically and economically) is celebrated and respected: 1) Our racial/ethnic composition in 2011 was: 21.9% White, 37.4% Black, 23.9% Hispanic, 11.8% Asian, .1% Pacific Islander and .6% American Indian. 2) 65.9% of our school population was categorized as low income in 2011. 3) We had 11.9% of our students in LEP and 9.2% of our students with IEPs in 2011. *Disney teachers implement Calm Classroom a minimal of 4 times to help students control stress and focus better. *Disney Way is our enhanced code of conduct which emphasizes respect and understanding. *Verify shows that the number of suspension (infractions) has decreased from 79 in 2010/11	
Behavior& Safety	-->		**4**
• 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.	*Disney is very caring but structured. We believe that children perform better when they are provided with learning opportunities that are challenging, engaging, creative and fun. We also believe that students need clear expectations for academics and behavior. Disney implements the following strategies to ensure a safe and welcoming environment: 1) Disney Way - our enhanced discipline code. 2) Calm Classroom - implemented a minimal of 4 times help students control stress and focus better. 3) PBIS - a clear procedure for disciplinary action that is clear and fair. 4) CPS Student Code of Conduct - the board mandated code for discipline. 5) Floor Director - support for teachers, students and parents. 6) Spirit Week - activities to increase collegiality and school spirit. 7) Field Days - structured fun activities that increase building rapport.	

DIMENSION 4:Climate and Culture

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**
DIMENSION 5: Family and Community Engagement	• 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.	*Principal provides clear information to parents about achievement, school goals, and strategies for improving during LSC, PAC, and PTA meetings. *Principal encourages teachers to have on-going communication with parents about achievement and create plans for improvement as needed. *Additional services (i.e. Counseling, Social Work, Nurse, Psychologist, etc.) are made available to parents as needed *Teachers create our "parent documentation" which explains to parents what students will be focusing on each quarter and provide ideas for parents to support their children. *When needed families are provided with information regarding options for their child(ren): academic, behavioral, medical, social/emotional and relocations.	
	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.	*Disney invites parents to attend the two report card pick-up days scheduled by the board. *Disney parents are encouraged to call the school and schedule additional conferences throughout the year to respond to any academic or behavior concerns that might arise. *Disney teachers are encouraged to contact parents regularly using phone calls or emails. *Disney parents are encouraged to check the Parent Portal regularly to keep informed about their child(ren)'s academic progress. *Disney teachers create a quarterly parent documentation that describes the content to be addressed each quarter and recommendations for supporting the students. *Disney provides information to parents in additional formats: Literacy Nights, Open House, and New Parent Orientations.	
	Bonding	-->		**3**
	• 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.	*Disney welcomes parents to become involved in the following ways: 1) attend report card pick-up days and schedule conferences with teachers as needed,2) attend informational meetings [LSC, PAC, PTA and BAC], 3) volunteer to be on one or more of the eight parent guilds created [Sewing, Gardening, Book Fair, Field Trip, Halloween, Field Days, Library and Photography], 3) particpate in the monthly movie nights, book fairs and literacy nights, 5) attend special events [Art Integrated Units, Field Trips, Dances, Halloween Carnival, and Assemblies]. *Disney communicates with parents about student performance: report cards, progress reports, remediation plan, ISAT results, and MAP results on an on-going basis. *Parents are notified about curriculum on a quarterly basis through the teacher developed parent documentation. *Parents receive the principal newsletter biweekly informing them of school events, important dates, procedures/policies and celebrating achievements. *Parents are reminded to visit the school website regularly.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• 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.	*Disney provides specialized services during the school day in a variety of settings (self-contained, inclusion and resource) as well as encouraging students needing assistance to participate in tutoring or enrichment programs in afterschool. *Referrals are made to outside agencies in coordination with the school's social worker and case managers. *Home visits are made when necessary by social worker, counselors, nurse, or psychologist.	
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.	*Disney's upper grade counselor visits 5- 8 grade classrooms to expose students to the many options and their potiential choices of highschools, colleges and professions. *Counselor schedules a high school fair yearly to expose students to their choices. *Counselor speaks to parent groups about high school options, requirements and expectations. *Disney teachers use the curriculum to examine careers and areas of interest of the students. *Students 14 and over with disabilities receive transition plans which spell out career goals.	
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.	*Disney teachers develop lessons based upon an interest inventory survey that students take as part of the Explore test. *Disney provides academically rigorous course work thatprepares stidemts for high school.	
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.	*Disney is committed to high academic standards and believes that learning is fun. *Disney teachers ensure that both physical/social integration occurs using a variety of techniques: field trips that expand students learning, art integrated projects that encourage team building and cooperative learning, and various assemblies to enhance the curriculum. *The primary, intermediate and upper grade levels identify quarterly incentive/interest	

(left vertical label) **6: College and Career Readiness Supports**

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**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	*Disney is very proud of its academic rigor; 44 of our students have been placed in selective enrollment schools. *An additional 29 students have received more than one offer into IB Programs; final selections haven't been made at this time.	
	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.	DOES NOT APPLY 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.	*Disney invites Pre Kindergarten and Kindergarten parents to an orientation that introduces parents to the teachers , the school's high expectations, academic scheduling, policies & procedures,and answers questions/concerns. *Disney invites new families to attend an orientation meeting that emphasizes high expectations, the "Disney Way", procedures/policies, and answers questions/concerns. *Floor Directors are available to respond to any and all questions. *Upper grade counselor schedules visitations to classrooms of both 7th and 8th grade students to make them aware of requirements/expectations for transitioning into high schools. * Upper grade counselor schedules conferences with parents needing assistance in making decisions. *7th/8th pods speak to parents about the importance of academics during the open house	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**4**
	• 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.	*Financial and human resources provided to support the school's needs and ensure the educational program is successfully implemented. *All students have access to the educational program's materials, supplies and resources.	
	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.	*Disney's administrative team has a very structured procedure for hiring personnel. *Disney's administrative team keeps files of potential candidates for hiring. *Disney's administrative team has a protocol for questioning that emphasizes: instructional strategies, lesson planning, behavior plans, integration of arts/technology, experiences, classroom management, etc. *Disney's administrative team makes decisions about hiring based on the needs of the school; this includes certifications, endorsements and special skill sets required.	
	Use of Time	-->		**4**
	• 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.	*Disney students are placed into their appropriate instructional level using a variety of assessments & observations: Regular Education, Special Education (Self Contained, Inclusion or Resource), Bilingual Education (TPI & TBE), or Accelerated Instruction (Gifted). *Disney teachers meet weekly to collaborate during grade level or data dialogue meetings to discuss and monitor student achievement. *Disney supports struggling students by providing interventions (DDI) based on students' target areas.	

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 Disney community will work as a unified team to achieve an ideal learning environment with a wide variety of experiences. We will create opportunities for students to reach their full potential in a rigorous, supportive, exciting, educationally rich, fun learning environment. Our collaborative efforts will create a "sense of belonging," nurture success, and develop 21st century skills, as we "prepare the children of today for the world of tomorrow."

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	AN ARTICULATED CURRICULUM: Continue to implement our articulated curriculum to increase achievement in all content areas. Literacy and mathematics will increase on the ISAT test in grades 3-8 by 1% in 2013. Science achievement will increase on the ISAT test in grades 4 & 7 by 1% in 2013.	Disney's articulated curriculum ensures that students receive a coherent, appropriately leveled and organized knowledge set. Teachers use standard based materials. Lesson plans are developed to include standards (Illinois and Common Core), varied instructional strategies, art/technology integration and higher order thinking skills. Teachers develop both a curriculum map and pacing schedule.
2	DATA DRIVEN INSTRUCTION: Continue to use data to make decisions about curriculum and instruction that will increase achievement in all subject areas and all grade levels. Achievement will increase by 1% on the EOY MAP test in K-8 grades and on the EOY TRC and mClasshome in K-2 grades in 2013.	Disney makes instructional decisions based on various school data sources. Our instruction is affected by formative assessment (TRC, mClassHome, MAP, CCSS) which guides the necessary differentiation. Formative assessment allows students to take ownership for both their strengths and targets in order to develop an individualized learning plan. Summative assessment (ISAT) guides necessary grouping of students to provide optimum leveled instruction. Summative assessment (EXPLORE) also helps us with back mapping by design.
3	VARIED INSTRUCTIONAL STRATEGIES: Continue to implement varied instructional strategies that will affect student achievement as demonstrated in the classroom, lesson plans, curriculum documentation and assessment results.	Disney uses varied instructional methodology to deliver diffentiated instruction ("STARS", Brain-based Instruction, Data-Driven Instruction (DDI), Kagan Strategies, SIOP, Marzano's Nine Essentials, and Arts/Technology Integration) to support student achievement. Differentiating instruction allows teachers to take into account their diverse student population when planning and delivering instruction. They will also structure learning environments and activities that will address a variety of learning styles, interests, and abilities within their classroom.

4	LEADERSHIP: Continue to afford staff and parents the opportunity to participate in leadership and professional development that will improve student achievement in all content areas.	At Disney, educational leadership is an important element of our overall success. The Disney Leadership model encourages/supports teacher teams as they look at student data and devise differentiated lesson plans for implementation. Time - a necessity - is provided for teams to monitor student achievement frequently in order sustain growth. Leadership we believe perpetuates on going school success.
5	LEARNING CLIMATE & SAFETY: Continue to provide students with an enriched and comprehensive learning environment in which they can strive for success.	At Disney we know that in order for students to succeed, students have to feel safe, understood and supported. Disney implements PBIS, CPS' Student Code of Conduct and Calm Classroom techniques schoolwide. In addition, ancillary staff (counselors, social worker, nurse, psychologist, etc.) are made available as needed to students and/or families.

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
AN ARTICULATED CURRICULUM: Continue to implement our articulated curriculum to increase achievement in all content areas. Literacy and mathematics will increase on the ISAT test in grades 3-8 by 1% in 2013. Science achievement will increase on the ISAT test in grades 4 & 7 by 1% in 2013.	Disney's articulated curriculum ensures that students receive a coherent, appropriately leveled and organized knowledge set. Teachers use standard based materials. Lesson plans are developed to include standards (Illinois and Common Core), varied instructional strategies, art/technology integration and higher order thinking skills. Teachers develop both a curriculum map and pacing schedule.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Providing students with the appropriate instruction: Regular Education, Direct Instruction, Special Education, Bilingual Instruction, ELL Instruction or Gifted Instruction.	Instruction	All	Floor Directors, Tchrs (SWD, BIL, REG) & Bil. Coord.	On-going			
Continue our grouping practices to ensure optimum student performance; provide low performing students with appropriate support & transitioning to the regular educational program as appropriate.	Instruction	All	Classroom Teachers	On-going			
Continue our grouping practices - homogeneous reading to support differentiation & continue heterogeneous subjects (math, science and social studies) in k-2 .	Instruction	All	Classroom Teachers	On-going			
Continue our heterogeneous grouping practices in grades 3-8 for all subjects (reading, math, science and social studies).	Instruction	All	Classroom Teachers	On-going			
Continue to implement the gifted program in k-8; homogeneous self-contained classrooms; accelerating reading and math a full year; enhancing activities for social studies and science.	Instruction	All	Classroom Teachers	On-going			
Teachers will continue to implement the Harcourt/Holt Series for literature, math, science and social studies on a daily basis; emphasizing HOTS.	Instruction	All	Classroom Teachers	On-going			
Pre K- 5th grade teachers will continue to implement Lucy Calkins Writing Program; 6-8 grade teachers will instruct students using the Writing Workshop Process and emphasizing the conferencing system.	Instruction	All	Classroom Teachers	On-going			

Strategic Priority 1

The low performing students in K-3 grades will receive intensive reading instruction using the Direct Instruction Program supported by Harcourt.	Instruction	Other student group	Classroom Teachers	On-going			
The low performing students in K-3 grades will be scheduled into the Fast ForWord Lab to support their thinking skills.	Instruction	Other student group	Classroom Teachers	On-going			
The low performing students in 4th grade will receive support skills using the RAZ Kids Program - an animated version of Learning A-Z.	Instruction	Other student group	Classroom Teachers	On-going			
Teachers will continue to use the Learning A-Z Program to scaffold learning for all levels, guided reading groups, interventions and whole group review on the promethean boards; LLT uses to support below learner readers to boost reading levels.	Instruction	Other student group	Classroom Teachers and Lead Literacy Teacher	On-going			
Purchase a Lead Literacy Teacher will continue to model strategies (i.e. reciprocal teaching, QAR, extended response, etc.), support teacher needs (formative assessments) and evaluating student progress.	Professional Development	All	Lead Literacy Teacher	On-going			
Teachers will communicate regularly with the RtI team (floor director, counselors & reading coordinator) to Identify students in need and next steps.	Other	Other student group	Classroom Teachers and Floor Directors	On-going			
Teachers will modify activities/materials/lessons based on student strengths/targets; RtI interventions (DDI).	Instruction	All	Classroom Teachers	On-going			
Teachers continue to introduce the word of the week and grammar tip of the week to students; provide practice.	Instruction	All	Classroom Teachers	On-going			
Teachers will work together to create quarter Curriculum Maps & Pacing Documents to ensure spiraling and timelines for all subjects (reading, math, science and social studies).	ILT/ Teacher Teams	All	Classroom Teachers	On-going			
Continue to implement CCSS - Go Math K-2.	Instruction	All	Classroom Teachers	On-going			
Students in grades 2-4 will continue to be scheduled into the computer lab for the purposing of enhancing math skills using ST Math.	Instruction	All	Classroom Teachers	On-going			
Students in self contained primary and intermediate classes will continue to use ST Math to improve math skills.	Instruction	All	Classroom Teachers	On-going			

Strategic Priority 1

Provide teachers with the appropriate materials to implement the curriculum; instructional materials. [2,500 per pod]	Instruction	All	Principal	On-going			
Provide teachers with the appropriate supplies to implement the curriculum; supplies. [1,500 per pod]	Instruction	All	Principal	On-going			
Designate a science coordinator.	Instruction	All	Principal	On-going			
Teachers will utilize online resources and technology in presenting and delivering curriculum components (i.e. ThinkCentral, BrainPop, Study Island and Safari).	Instruction Materials	All	Classroom Teachers	On-going			
Purchase Study Island Program to assist students with content skills, test taking strategies, etc.	Instructional Materials	All	Principal	On-going			
Purchase Brain Pop Program to enhance curriculum.	Instructional Materials	All	Principal	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
DATA DRIVEN INSTRUCTION: Continue to use data to make decisions about curriculum and instruction that will increase achievement in all subject areas and all grade levels. Achievement will increase by 1% on the EOY MAP test in K-8 grades and on the EOY TRC and mClasshome in K-2 grades in 2013.	Disney makes instructional decisions based on various school data sources. Our instruction is affected by formative assessment (TRC, mClassHome, MAP, CCSS) which guides the necessary differentiation. Formative assessment allows students to take ownership for both their strengths and targets in order to develop an individualized learning plan. Summative assessment (ISAT) guides necessary grouping of students to provide

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teams schedule and participate in Data Dialogues meetings weekly; 3x a year teachers will analyze new data to identify schoolwide trends, student strengths/targets, and identify instructional strategies for implementation.	Instruction	All	Floor Directors & Teacher Teams	On-going			
Teachers will administer a variety of Formative Assessments (MAP, CCSS, TRC, mClasshome, Harcourt/Holt, etc.); Teachers will analyze the results of assessments to make data driven decisions.	Instruction	All	Classroom Teachers	On-going			
Teachers will identify student strengths/targets; identify student goals and provide appropriate interventions for student achievement.	Instruction	All	Classroom Teachers	On-going			
Teachers will modify content area activities/materials/lessons based on student strengths/targets; RtI interventions (DDI).	Instruction	All	Classroom Teachers	On-going			
Floor Directors analyze results from formative assessments and make decisions about groupings :Flexible grouping .	Instruction	All	Floor Directors	On-going			
Teachers will complete Power of Four; identify students to target for improvement by providing additional support (four in reading /four in math).	Instruction	Other student group	Classroom Teachers	On-going			
Teachers will Progress Monitor based on reading and math levels using TRC and mClasshome data. Green - On level – twice a year Yellow - Below level – 4 to 5 times Red - At Risk – Weekly	Instruction	All	Classroom Teachers	On-going			

Strategic Priority 2

Develop events and workshops to introduce/explain data from MAP, TRC and mClassHome to parents.	Parental Involvement	All	Floor Directors & Teacher Teams	Quarter 2			
Data IIC will update the data consolidated spreadsheet regularly to ensure data is accurate and current for data dialogue meetings.	Instruction	All	Data IIC Members	On-going			
Continue to ensure materials for RtI interventions are available in the Resource Room.	Instructional Materials	All	Floor Directors	On-going			
Continue to encourage grade level teams to add/share interventions/activities to the resource binders for implementation by teachers.	Instructional Materials	All	Floor Directors & Pod Leaders	On-going			
Teachers will update Progress Monitoring Charts 3X a year; share results with students for understanding and ownership; and implement instruction based on results.	Instruction	All	Classroom Teachers	On-going			
Teachers will implement DDI strategies to support students in setting goals for their target areas.	Instructional Materials	All	Classroom Teachers	On-going			
Teachers will utilize DDI tools in the classroom to strengthen student learning.	Instructional Materials	All	Classroom Teachers	On-going			
Administrative staff and ILT will monitor and support grade level instruction and environment to ensure student achievement and growth.	Instruction	All	Administrative Team & ILT	On-going			

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
VARIED INSTRUCTIONAL STRATEGIES: Continue to implement varied instructional strategies that will affect student achievement as demonstrated in the classroom, lesson plans, curriculum documentation and assessment results.	Disney uses varied instructional methodology to deliver diffentiated instruction ("STARS", Brain-based Instruction, Data-Driven Instruction (DDI), Kagan Strategies, SIOP, Marzano's Nine Essentials, and Arts/Technology Integration) to support student achievement. Differentiating instruction allows teachers to take into account their diverse student population when planning and delivering instruction. They will also

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to empower the STARS team to identify professional development activities that will support the educational focus of arts/technology, varied instructional methodology, brain based learning and literacy improvement.	Professional Development	All	Principal & STARS Team	On-going			
Plan professional development activities, approve workshops/conferences funded through STARS, oversee Tricks of the Trade and develop monthly STARS bulletin boards.	Professional Development	All	Principal & STARS Team	On-going			
Provide professional development activities that will increase achievement using brain based instruction.	Professional Development	All	Principal & STARS Team	On-going			
Technology Coordinator and/or Consultants will continue to train teachers on newer Technology: iPads; skills, Promethean Boards, etc. [Consultant & Extended Day]	Equipment/ Technology	All	Classroom Teachers	On-going			
MCLTs will continue to support the arts/technology focus through collaboration, modeling, team teaching, professional development, etc.	Professional Development	All	MCLTs	On-going			
Promethean Team will continue to demonstrate the use of the promethean board in the classroom and identify resources to enhance the curriculum.	Professional Development	All	Principal & Asst. Principal	On-going			
Hire three Public Allies technology aides to support the large technological demands of our school; support the implementation of our arts/technology focus; implement the 21st Century Skills; two technology and one administrative.	Equipment/ Technology	All	Principal & Technology Coordinator	On-going			

Strategic Priority 3

Implement the school's technological vision thru staff training on integrating technology with curriculum, installation and maintenance of equipment, garnishing resources. Purchase Technology coordinator.	Equipment/ Technology	All	Principal	On-going			
Continue to support the implementation of the school's arts/technology vision by increasing the number of 21st Century Classrooms; providing teachers support in implementing technology based instruction; identifying sources to support technology based instruction.	Equipment/ Technology	All	Principal, Technology Coordinator & Floor Director	On-going			
Designate nine deseg positions: Music Technologies, 21st Century Solutions, General Music, Digital Film, Art (Computer Graphics) and 4 Kindergarten positions.	Instruction	All	Principal	On-going			
Designate an art position.	Instruction	All	Principal	On-going			
Purchase an additional art position to support our school magnet focus.	Instruction	All	Principal	On-going			
Lead Literacy Teacher will lead professional development that focus on CCSS, Literacy, Test Taking , Writing, etc on a monthly basis to staff.	Professional Development	All	Principal & Asst. Principal	On-going			
Members of the ILT will lead professional development that focus on understanding, analyzing, and using data to affect change in student achievement on a monthly basis.	Professional Development	All	Principal & Asst. Principal	On-going			
MCLT will provide professional development activities on integrating the arts with curriculum afterschool.	Professional Development	All	Principal & Asst. Principal	On-going			
Provide Data Driven Instruction professional development.	Professional Development	All	Principal & Asst. Principal	On-going			
Purchase a technology assistant to support the technological needs of the school.	Equipment/ Technology	All	Principal	On-going			
6-8 Teachers will reinforce the 21st Century Skills by working in teams, collaboratively thinking, problem solving with multimedia approaches. This format will be applied to the curriculum quarterly as well as to real world problems.	Instruction	All	Floor Director, Tech. Coordinator & Classroom Teachers	On-going			

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
LEADERSHIP: Continue to afford staff and parents the opportunity to participate in leadership and professional development that will improve student achievement in all content areas.	At Disney, educational leadership is an important element of our overall success. The Disney Leadership model encourages/supports teacher teams as they look at student data and devise differentiated lesson plans for implementation. Time - a necessity - is provided for teams to monitor student achievement frequently in order sustain growth. Leadership we believe perpetuates on going school success.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will work together to create a quarter Literacy Curriculum Planning & Pacing Document to ensure spiraling and timelines.	ILT/ Teacher Teams	All	Classroom Teachers	On-going			
Grade level teams meet weekly to discuss instructional needs, behavior, materials, scheduling, etc; these meetings ensure teams are on the same page.	ILT/ Teacher Teams	All	Classroom Teachers	On-going			
Teachers will participate in Instructional Improvement Committees (literacy, math, science, social studies, data, technology, and PPLC) on a monthly basis afterschool.	ILT/ Teacher Teams	All	Classroom Teachers	On-going			
Continue to schedule administrative weekly meetings to monitor the implementation of educational program, identify needs and provide support ad deemed necessary.	Instruction	All	Principal	On-going			
Continue to support parent involvement through monthly scheduling of Local School Council, Parent Advisory Committee, Bilingual Advisory Committee and the Parent Teacher Association meetings.	Parental Involvement	All	Princpal	On-going			
Ensure curriculum implementation, groupings practices, lesson planning, floor coordination, student discipline and teacher/student/parent support; purchase three floor directors.	Instruction	All	Floor Directors	On-going			
Schedule weekly meetings with unit leaders to monitor and support the educational program needs, data dialogues meetings and achievement of students.	Instruction	All	ILT/ Teacher Teams	On-going			

Strategic Priority 4

Principal and Floor Directors will continue to support the school's PTA and PAC endeavors to involve parents and support the school's educational program.	Parental Involvement	All	Principal & Floor Directors	On-going			
Provide support to PAC officers by reimbursing them for transportation cost to attend local NCLB/PAC conferences.	Parental Involvement	All	Principal & PAC Chair	On-going			
Support PAC by identifying presenters to conduct parental workshops.	Parental Involvement	All	Principal & PAC Chair	On-going			
Support PAC by engaging teachers and other presenters for workshops in child literacy, special needs, safety, parenting skills, etc.	Parental Involvement	All	Principal & PAC Chair	On-going			
Continue to purchase Study Island to support parents with their children's learning.	Parental Involvement	All	Principal & PAC Chair	On-going			
Support PAC officers in attending local and state NCLB/CPS Conferences.	Parental Involvement	All	Principal & PAC Chair	On-going			
Provide educational materials for our PAC to support parental workshops.	Parental Involvement	All	Principal & PAC Chair	On-going			
Provide refreshments for our PAC workshops.	Parental Involvement	All	Principal & PAC Chair	On-going			
Grade level teams will explore/review content area materials that are CCSS focused.	Instruction	All	Principal & Floor Directors	On-going			
Grade level teams will work together to create interdisciplinary units.	Instruction	All	SS IIC	On-going			
Bilingual, Shared Facilities, Gifted and Special Education teams will meet monthly to discuss needs and concerns for students.	ILT/ Teacher Teams	All	Classroom Teachers	On-going			

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
LEARNING CLIMATE & SAFETY: Continue to provide students with an enriched and comprehensive learning environment in which they can strive for success.	At Disney we know that in order for students to succeed, students have to feel safe, understood and supported. Disney implements PBIS, CPS' Student Code of Conduct and Calm Classroom techniques schoolwide. In addition, ancillary staff (counselors, social worker, nurse, psychologist, etc.) are made available as needed to students and/or families.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide two security guards to ensure the school is a safe environment for students, teachers, staff and parents.	Staffing	All	Principal	On-going			
Continue to provide CWAs to support the needs of SWD in school and the bus as determined by the student's IEP.	Staffing	All	Principal	On-going			
To ensure a healthy school environment, funds for supplies will be provided to our nursing department.	Supplies	All	Principal	On-going			
Continue to provide students with a variety of assemblies: School Expectations, Pep Rally, Concerts, Art Integrated Units, Performances, Multicultural Presentations and Special Guests.	Other	All	Floor Directors	On-going			
Continue to encourage activities that are multiculturally enriched.	Other	All	Classroom Teachers	On-going			
Continue to provide assemblies twice a year to honor our student achievements: honor roll, citizenship and perfect attendance in the CAC.	Other	All	Principal & Floor Directors	On-going			
Provide afterschool activities based on available funding (i.e. Afterschool All Stars or Tuition Based Afterschool).	After School/ Extended Day	All	Principal	On-going			
Implement the parent/volunteer recognition event and the Women/Men of Disney Breakfast.	Parental Involvement	All	Principal	On-going			
Enhance our school arts/technology focus; implement Ball Room Dancing.	Other	All	Principal & Floor Directors	On-going			
Continue to provide Guidance Counseling/Case Managing Services to support the needs of students.	Staffing	All	Pincipal	On-going			

Strategic Priority 5

Continue to provide special education aides to support the needs of SWD in the classroom daily; purchase special education aides.	Staffing	All	Principal	On-going			
Continue to provide opportunities for students to participate in Summer Enrichment Programs that enhance literacy, math and science; create a bucket for teachers.	Other	All	Principal & Floor Directors	Summer 2013			
Continue to provide Tuition Based Afterschool Programs for families interested in extended day activities;create a bucket for teachers.	After School/ Extended Day	All	Principal	On-going			
Continue to provide clerical support for both the afterschool tuition based program and the summer enrichment program; create a clerical extended day bucket.	After School/ Extended Day	All	Principal	On-going			
Continue to inform parents about school attendance expectations (daily attendance and no tardies) to improve achievement.	Parental Involvement	All	Principal	On-going			
Provide opportunities to participate in Spelling Bee, Science Fair, Young Authors and Sports.	Other	All	Floor Directors	On-going			
Provide materials fo the implementation of the two weeks science focus art integrated units in the CAC; maintain the art resource room.	Supplies	All	Principal	On-going			
Enhance our school arts/technology focus through the Fine Arts Magnet Program; Provide CAPE to support and enrich the arts integraed units.	Professional Development	All	Floor Directors	On-going			
Teachers will continue to identify field trips that enhance the school's curriculum, introduce career choices and higher education.	Instruction	All	Classroom Teachers	On-going			
Teachers will continue to provide students with opportunities for physical activity and socialization (Field Days, Sports, Dance, etc).	Other	All	Classroom Teachers	On-going			
Teachers will continue to expose students to newer Technology: iPads; skills that will help prepare students for future choices (education & career).	Equipment/ Technology	All	Classroom Teachers	On-going			
Students and parents will be encouraged to read through participation in our Annual Book Fair.	Parental Involvement	All	Classroom Teachers, PTA and Floor Directors	On-going			
All parents will receive a password for their child to access and use Study Island; Study Island is a web-based program that allows students to practice their reading and math skills through games/assessments.	Parental Involvement	All	Classroom Teachers, PTA and PAC	On-going			
Continue the success of social/emotional training through implementation of Calm Classroom 4X a day.	Other	All	Classroom Teachers	On-going			

Strategic Priority 5

Purchase three clerks to support the needs of the school.	Other	All	Principal	On-going			