CIWP

2012-2014 Continuous Improvement Work Plan

Disney II Magnet School

O'Hare Elementary Network

3815 N Kedvale Ave Chicago, IL 60641

ISBE ID: 150162990252949

School ID: 610515

Oracle ID: 26921
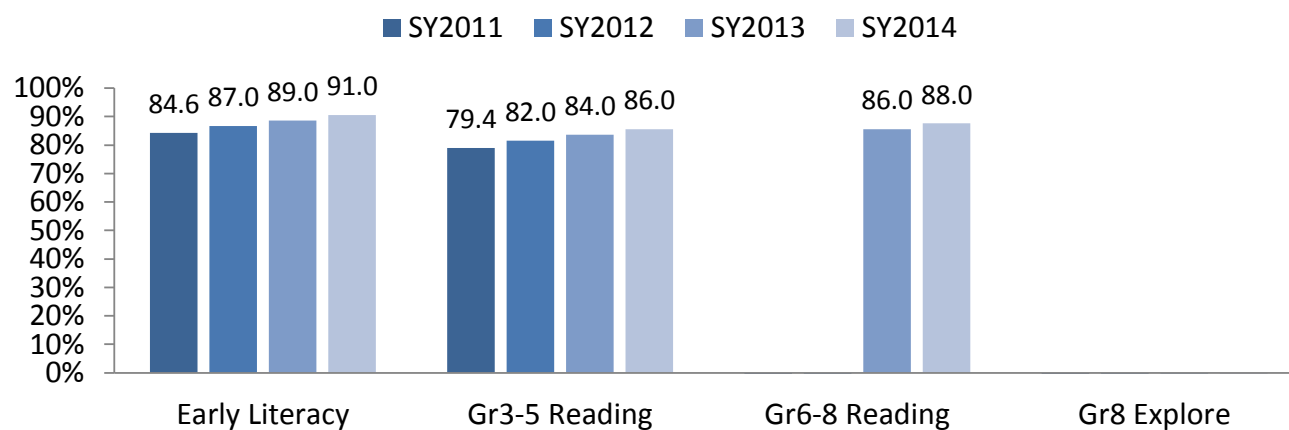
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Mission Statement

Disney II will support the development of well-rounded individuals who can live productive intellectual lives and make positive contributions to the global society. We will intentionally differentiate instruction and the learning environment to address all students' needs. Through arts and technology integrated instruction, thematic interdisciplinary units, and project-based learning in an inclusive environment, we will prepare students to be college and career ready. We will continue to build strong connections between home and school to harness the power of the school community. With these resources, and our dedicated professional learning community, we will model the Disney II maxim: "Learning is Fun!"
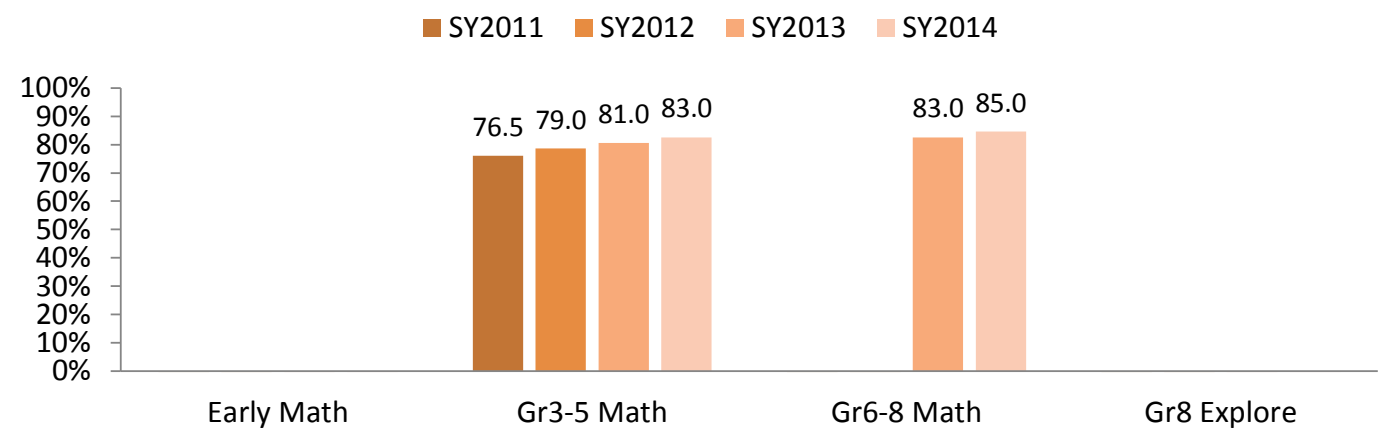
Strategic Priorities

1. Continue building teacher capacity to further differentiate instruction in all content areas.

2. Deliver high quality instruction that reflects the CCSS, the CPS instructional framework, REACH students, and school/district wide assessment data. School will add rigor through selecting high-quality nonfiction texts, implementing inquiry circles, and focusing on reading and writing in the content areas.

3. Integrate arts, technology, health/nutrition, and foreign language into the core curriculum to provide further differentiation and enrichment of the academic program for all students.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	84.6	87.0	89.0	91.0
Gr3-5 Reading	79.4	82.0	84.0	86.0
Gr6-8 Reading			86.0	88.0
Gr8 Explore				

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math	76.5	79.0	81.0	83.0
Gr6-8 Math			83.0	85.0
Gr8 Explore				

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:	Disney II Magnet 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
Bogdana Chkoumbova	Principal
Darlene Stone	Assistant Principal
Cicely Clay	Lead/ Resource Teacher
David Cercone	ELL Teacher
Catherine Rollings	Classroom Teacher
Myriah Brown	Classroom Teacher
Kent Barnhart	Assessment/Data Faculty
Ivette Herald	Special Education Faculty
Ann McHale	LSC Member
Rachel Crowl	Community Member
Caroline Bilicki	Parent/ Guardian
Tony McHale	Other

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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	84.6	87.0	89.0	91.0		**Early Math** % of students at Benchmark on mClass	NDA	NDA	NDA	NDA

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	79.4	82.0	84.0	86.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	76.5	79.0	81.0	83.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.4	66.4	69.4	72.4		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	63.7	66.7	69.7	72.7

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	86.0	88.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	NDA	83.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	69.4	72.4		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	NDA	69.7	72.7

8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA		**Explore - Math** % of students at college readiness benchmark	NDA	NDA	NDA	NDA

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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	97.3	97.0	97.0	97.0	**Misconducts** Rate of Misconducts (any) per 100	0.0	0.0	0.0	0.0

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	96.1	96.5	96.6	96.7	**ISAT - Reading** % of students exceeding state standards	52.0	57.0	62.0	65.0
ISAT - Mathematics % of students meeting or exceeding state standards	97.1	97.5	97.6	97.7	**ISAT - Mathematics** % of students exceeding state standards	57.8	61.0	64.0	67.0
ISAT - Science % of students meeting or exceeding state standards	98.0	98.5	99.0	99.1	**ISAT - Science** % of students exceeding state standards	33.3	44.0	50.0	56.0

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
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.	Disney II has clear, measureable goals for student achievement: Students will move a minimum of 3 STEPs per year (expected grade level progression) according to the Strategic Teaching and Evaluation of Progress Assessment (STEP) 90% of students will be meeting or exceeding grade level expectations 65% of student will EXCEED on the ISAT Maintain 96% student attendance rate Cohesive intervention system in place driven by student achievement data	
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.	The Principal: Utilizes Daniel's framework for teacher evaluation as a means of professional growth and create a culture of reflectiveness Establishes school priorities based on student achievement data gathered through frequent assessment (every 10 weeks) Has created systematic process of weekly Instructional Management (IM) meetings with all grade team to examine data Maintains an "Open Door" policy to encourage regular communication Empowers families and community through timely information on school performance, clarity of student learning goals, and solicitation of feedback from stakeholders through the use of: town hall meetings, Saturday Parent Academies, regular communication, tele-town hall, podcasts Recognizes students' achievement through Principal's Honor Roll, High Tea, attendance awards, and academic honors	

DIMENSION 1:Leadership

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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	Each teacher is invested in the schools success including: ILT comprised of intermediate, primary, ELL, SPED, Specialists, & administration Grade level teams that meet weekly Weekly Instructional Management (IM) Meetings for all grade levels and specialists Grade level common planning time (minimum of 4 times per week) Quarterly Parent Academy (100% teacher led & participation) Teacher led curriculum nights at the beginning of the school year Teacher representative on all parent/community groups: PTA, IAC, Disney II Ed Foundation Teacher initiated PD & PD opportunities extended to surrounding school communities Grants received: Boundless readers, Lyric Opera, CFE, International Music Foundation, Chicago Symphony Orchestra, Target, and IBM Science Lab Mentor teachers, National Board mentor, 4 NBCT, Union representative	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• 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	ILT meets weekly ILT regularly analyzes data to monitor school effectiveness ILT is comprised of a combination of staff with experience and knowledge needed to make decision for all students ILT leads work of improving teaching and learning school wide through analysis of practices ILT leads school's professional development whole staff PD and teacher teams ILT facilities 2-way communication and engages all staff in decision making through focus groups, surveys, and meetings ILT engages in its own reflection on processes and effectiveness using rubrics and assessing effectiveness of initiatives and programs	
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.	Teachers: have weekly IM Meetings with administration to analyze data; Teachers have Quarterly Data meetings to examine student achievement and growth, reflective practices around data and instruction (example: create on Language Acquisition groups); use of tools to inform instruction and identify students' needs (STEP summary, STEP wall, Disney II Skills Analysis Tool (SAT)); communication every 10 weeks with parents regarding student progress, goals; monitor instructional effectiveness using student data	

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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.	Each grade level: Has created scope and sequences for all core curricular areas Has developed cross curricular interdisciplinary units Grade levels ensure vertical alignment of curriculum Authentic texts with range levels (3,200 titles - sets of 6) used in content area literacy and maximizes differentiation Enhancing curriculum through integration of: art, music, technology, culinary arts, physical education Quarterly action plans developed for improving students outcomes, including SPED and ELL students Action plans revised weekly based on progress School wide Character Education program (TRIBES) Areas of improvement: Science curriculum alignment, Jr. Middle instructional materials	
	Instructional materials	-->		3
	• 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).	3,200 titles of leveled text (non-fiction and fiction) levels A to Z; 174 collection of books to support 6 comprehension skills at each grade level; SS materials (primary sources, non-fiction leveled text, 50 title read aloud collection); Science lab; 6 computers in every classroom; SMARTboards; math manipulatives; technology subscriptions (raz kids, expert space, brain pop); community partnerships (IBM, Pilot Light); field trips to support learning; classroom libraries Opportunities: ELL and Jr. Middle resources	

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.	School wide data (STEP, SCANTRON, and ISAT) communicated regularly with school community, including staff, parents, via email, and website School wide data, grade level, and classroom data utilized to identifying mastery of skills and inform instruction for EACH student (grade level meetings to reflect/discuss data) School created assessment collection tools (STEP, Math, SAT) 10 week interim assessments to monitor student progress: STEP/BAS 4 times per year, SCANTRON 3 times, and quarterly school created interim assessments in math Electronic portfolios for each student, documenting long term learning Pre and post on demand writing with teacher created rubrics for monitoring student growth Sp.Ed/Gen. Ed. teachers collaborate weekly to identify accommodations/modifications to the curriculum Culminating activities at the end of each unit to share/celebrate student learning Building teacher capacity to support inquiry based learning driven by student data and interest	

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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.	Students set personal goals which are regularly communicated to parents every 10 weeks; unit goals and objectives are clearly established; Teachers utilize Hess matrix to ensure high level questioning; Teachers scaffold and differentiate learning through small group instruction, systematic interventions, daily guided reading allowing access to complex texts, teacher assistants to provide targeted instruction; Departmentalized classes (Jr. Middle); Teachers post/share lesson plans to provide cohesive instructional practices; Co-teaching and co-planning practices include classroom, special education, and specialists; Use of formative, summative, and authentic assessments to measure student performance/growth and drive instruction; Deep knowledge of curriculum through extensive PD; Systematic interventions to meet students' needs; Arts and tech integration to further differentiate and provide enrichment opportunities; Regularly discuss students of concern and develop action plans;	

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Typical School	Effective School	Evidence	Evaluation
Intervention		-->	**4**
• 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.	School wide interim assessments (STEP, BAS, Disney II Math Assessment) to identify students in need of intervention; Systematic RtI process includes: teacher assistants providing systematic interventions, variety of tools to monitor interventions and student progress (STEP and Math SAT, double dose, EM RSA), and frequent monitoring of intervention effectiveness and revising intervention plans based on student data; Parent volunteers utilized for support in and out of the classroom; School wide daily Guided Reading with variety of leveled reading texts (3,200 titles of fiction and nonfiction); ELL language support; Afterschool tutoring; 60 minutes of daily interventions (reading, writing, and math); Technology resources utilized for intervention (Raz kids, EDM online games/skill builders, expert space)	
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.	Strategic PD plan developed by the ILT prior to the end of the school year ILT maps out yearly PD for next year prior to current year ending and secures resources before summer ends. PD plan based on student achievement data (STEP, ISAT, Interim Math assessments) and on goals from grade level instructional meetings Weekly grade level specific PD with admin Use of Danielson Framework and coaching model supports teachers to develop goals for professional growth and development Professional development supported through outside partnerships provide training: STEP, Everyday Math, FOSS, STC	

Professional Learning

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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.	Teachers meet Quarterly to review interim assessment data, create long term and short term student achievement goals; daily grade level collaboration (minimum 4 common preps per week & daily common lunch); meet weekly to review student data, discuss interventions and revise quarterly/unit plans as needed, daily common planning time built into schedule; quarterly common planning time with specialists regarding integration; weekly meetings with SPED teachers; Strong knowledge of student achievement data within their grade level and overall school wide trends; all grade level clusters represented on ILT; Co-teaching, whole group learning activities supported by "accordion" wall; internal mentor program (2 years = teacher new to the profession; 1 year = new teacher to Disney II)	
	Instructional coaching	-->		**3**
	• 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.	Danielson Framework used as a tool to identify teachers' strengths and opportunity for growth; Teachers involved in pre and post conferences to set goals and discuss observations; Coaching model encourages reflection on teaching and supports individual growth; Administration utilizes a wide variety of resources, such as partnerships, instructional rounds, peer observations, etc., to enable teacher development; while also being coached; New teachers assigned mentor with weekly common planning time for collaboration and observation; Learning walks/Instructional rounds utilized to offer support, insight to school wide trends, and provide feedback with specific focus; Teachers encouraged and supported to conduct peer observations	

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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	The school community (staff, parents, and students) is aware of school goals and student data, which translate into college and career-ready expectations; School is developing a college and career-ready plan tied to CCSS and REACH which will reflect the existing college focused culture in the school and prepare all students for high school; Students in grades 3 and up have leadership opportunities such as student council; System of interventions designed to provide support for students while preparing them to exceed grade level standards prior to entering high school; development of Middle School curriculum to differentiate instruction through course selection: humanities options (literature, English) and mathematics (Pre-Algebra, pre-Algebra II, Algebra, Geometry)	
	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.	All students have multiple adult advocates in the school including their classroom teacher, specialists, assistants, and administration; All students are members of multi-grade level TRIBE with a caring staff member to provide additional support; Interaction between adults and students is one of mutual respect; Students with special needs integrated while meeting social, emotional, physical and academic needs; Students' home language, culture and beliefs are respected and celebrated in the classroom through units of study, presentations, and school wide events; Parent volunteers utilized to support and foster home-school connection; Reduced class sizes allows for strong personal student-teacher relationship continues over time; 0 misconduct reports	
	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.	0 misconduct reports; consistent and effective school wide behavior plan (stoplight K-2) (TITAN tallies); Codified behavioral expectations practiced by students AND adults; positive incentive system to encourage student responsibility and effective choices; individualized behavior plans developed and utilized as needed to support students; daily recess; monthly TRIBE meetings with character education; Supplemental supports for students identified in need of highly individualized interventions and more focused opportunities to acquire skills for behavioral success in school (weekly support groups).	

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	-->		**4**
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.	School wide email accounts/teacher email accounts to facilitate eco-friendly communication with families; Student achievement data communicated 5 times per year; Room parents utilized to engage all parents and coordinate volunteer efforts in the classroom; school website maintained to provide parents with relevant information, important updates, and celebrate student accomplishments; Teachers maintain classroom website to share grade specific information, resources, and expectations; weekly newsletters sent home regarding current curriculum; parent volunteers utilized to support supplemental instruction; Variety of meetings utilized to reach all stakeholders: morning coffees, weekly classroom newsletters, podcasts, evening meetings, open houses, curriculum nights, and Saturday Patent Academies, 99% overall parent satisfaction rating and 97% of parent feel communication is "just right" according to Disney II annual parent survey	
	Ongoing communication	-->		**4**
	• 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.	Weekly classroom/grade level newsletters; weekly emails (school and teacher); daily pick up conversations; daily phone calls as needed; 100% parent volunteer participation goals; Weekly parent volunteers as readers, math explorations helpers; 100% parent participation for report card pick up; quarterly parent academies to engage parents; website as a tool to engage community, 99% overall parent satisfaction rating and 97% of parent feel communication is "just right" according to Disney II annual parent survey	
	Bonding	-->		**4**
	• 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.	School/Principal has a open-door policy and open lines of 2-way communication; Parents are welcome and encouraged into the school environment (goal = 100% participation); Active parent groups (PTA, IAC, Educational Foundation); Annual Back to School Carnival; Quarterly integration culminating events; spring and winter concert; quarterly Saturday parent academies; open-houses; town-hall meetings, IAC created parent survey to measure parent engagement and satisfaction; pod cast used to involve school community and accommodate variety of schedules of working parents; classroom activities structured to encourage volunteers (centers, math explorations, mystery readers, etc.), 97% of parents feel there are meaningful opportunities to be engaged into the school community	

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	-->		**4**
• 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.	Universal social emotional curriculum providing students with social emotional skills required for accessing high quality instruction; RtI plan; Quarterly progress monitoring meeting with administration; Ongoing and consistent parent communication; Afterschool tutoring; Quarterly Saturday Parent Academies; Tuition-based afterschool program provides support for working families; Variety of afterschool enrichment activities offered within the building; Scholarships available for low-income families; weekly support groups led by social worker (ex: divorced parents, girls group, making friends, social skills, etc.); partnering with outside agencies to support individual family needs	
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.	Curriculum planning to ensure high school readiness in the areas of literacy, English, and mathematics; Providing students with exposure to variety of high school options (field trips, recruitment fairs, parent meetings)	
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.	Development of middle school curriculum (2012-2014) to ensure high school readiness and a smooth transition, both academically and socially; Departmentalized model promotes strong content knowledge in teachers; Courses designed to provide students with maximum exposure to accelerated topics, ensuring success in advanced placement courses in high school (Pre-Algebra, Pre-Algebra II, Algebra, English, Literature).	
Enrichment & Extracurricular Engagement	-->		**4**
• 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.	Student Council; Interscholastic competitive athletics; Afterschool enrichment athletics and clubs; Battle of the Books participation; Visiting artists.	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

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
D I M E N S I O N	*College & Career Assessments*	--->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Interim literacy assessments (STEP and BAS) used to ensure that students are making growth and entering high school exceeding standards (e.g. Algebra Exit exam); Parent meetings;	
	College & Career Admissions and Affordability	--->		**3**
	• 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.	Ensure that students and families have an early and ongoing understanding of high school application and admission processes; Participation in National Recognition Awards for student achievement.	
	Transitions	--->		**4**
	• 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.	Interim literacy assessments data used to place students in classroom environments that allow for both heterogeneous and homogeneous groupings; At the end of each year, future teacher receives student data and work portfolios; Teacher teams provide input for student placement; Teams collaborate of student needs (academic, behavioral, and social) prior to new school year; new family ambassador programs for entering kdg. students; annual Back to School Carnival to meet teachers and reconnect with classmates;	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	-->		4
	• 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.	Discretionary funds used to support student learning (i.e. teaching assistants instead of office staff); staff collaborated to determine school wide needs; School partners with community and parent organizations (Educational Foundation, IAC, PTA) to plan events that will provide additional funding for the school (Arts Alive Festival, raffles, auctions, Book Fairs, Spirit Wear); maintains focus and transparency when deciding how to spend funds for present and future use	
	Building a Team	-->		4
	• 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.	Multi-step interview process includes initial interview, demonstration lesson in a classroom, self reflection/ debriefing session, and team interview; Human capital utilized to fit student needs (Students First); Teaching assistants given opportunities to apply for classroom teacher positions; Teaching assistants are certified teachers; peer observations and mentor program to aide the transition of new staff members and support the professional development of all school personnel	
	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.	Teacher teams share ALL common prep times; weekly meetings with grade level partner; weekly IM meetings with administration; Schedule designed with students needs put first and school-wide goals in kept mind (120 min uninterrupted literacy block); weekly 60 minute intervention blocks in each area: writing, reading, and math.	

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

Disney II will support the development of well-rounded individuals who can live productive intellectual lives and make positive contributions to the global society. We will intentionally differentiate instruction and the learning environment to address all students' needs. Through arts and technology integrated instruction, thematic interdisciplinary units, and project-based learning in an inclusive environment, we will prepare students to be college and career ready. We will continue to build strong connections between home and school to harness the power of the school community. With these resources, and our dedicated professional learning community, we will model the Disney II maxim: "Learning is Fun!"

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Continue building teacher capacity to further differentiate instruction in all content areas.	High quality instruction is evident at Disney II. However, we need to assure our practices are aligned with CCSS and college readiness by ultimately increasing the percentage of students exceeding expectations. Currently, 60% of students are exceeding standards.
2	Deliver high quality instruction that reflects the CCSS, the CPS instructional framework, REACH students, and school/district wide assessment data. School will add rigor through selecting high-quality nonfiction texts, implementing inquiry circles, and focusing on reading and writing in the content areas.	Instructional practices need to be aligned with the new CCSS standards and in order to meet the increased expectations for student performance. This should include support for both teachers and students during this transition. Currently, 63% of our students are meeting growth targets.
3	Integrate arts, technology, health/nutrition, and foreign language into the core curriculum to provide further differentiation and enrichment of the academic program for all students.	Through the implementation of an integrated curriculum, including core and enrichment programs, we will support the further development of critical thinking, communication, collaboration, and creativity to ensure an increased number of students exceeding standards.
4		
5		

CIWP

2012-2014 Continuous Improvement Work Plan

Disney II Magnet School

CHICAGO PUBLIC SCHOOLS | CPS

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
Continue building teacher capacity to further differentiate instruction in all content areas.	High quality instruction is evident at Disney II. However, we need to assure our practices are aligned with CCSS and college readiness by ultimately increasing the percentage of students exceeding expectations. Currently, 60% of students are exceeding standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of teachers, classroom and specialists, will complete 3 day training around inquiry circles led by Harvey Daniels with focus on reading and writing in the content areas	Professional Development	All	ILT	Summer 2012	On-going		
100% of newly hired teachers, will be supported through an internal mentoring & induction program	ILT/ Teacher Teams	All	Mentor Teachers/ Chkoumbova	Summer 2012	On-going		
All classroom teachers and specialists will participate in weekly Instructional Management (IM) meetings with administration	ILT/ Teacher Teams	All	Chkoumbova/ Stone	Quarter 1	On-going		
100% of teachers will participate in professional book clubs related to inquiry circles and content area reading and writing	ILT/ Teacher Teams	All	Teachers	Summer 2012	On-going		
100% of faculty will participate in instructional rounds to develop a shared understanding of what high-quality instruction looks like and identify resources to support it.	ILT/ Teacher Teams	All	ILT/ Chkoumbova	Quarter 1	On-going		
100% of all students will particiapte in intervention/enrichment blocks in literacy, math, and writing designed to address students' academic needs and support continous growth.	Instruction	All	Chkoumbova/ Teachers	Quarter 1	On-going		
Language Arts/Jr. Middle teachers will develop differentiated courses to provide ELA instruction relevant to students' current level of performance	Instruction	All	5th/6th grade team	Summer 2012	On-going		

Strategic Priority 1

100% of grade level teams will be expected to take collective ownership in relation to whole school priorities, procedures, and instructional strategies. Administration will review classroom implementation at weekly IM meetings, grade level meetings, and PD times	ILT/ Teacher Teams	Not Applicable	Teachers	Quarter 1	On-going		
Formal communication process will be established to relay minutes from grade level meetings to specials teachers and special education staff by the end of the 1st quarter	ILT/ Teacher Teams	Not Applicable	ILT/ Teachers	Quarter 1	On-going		
ILT will create school wide PD plan aligned to teacher and student needs by the end of the 4th quarter for the 2011-2012 school year and will review plan and make adjustments as needed	Professional Development	All	ILT	Summer 2012	On-going		
School will select new members for ILT from diverse instructional background by the end of September 2012. ILT will meet weekly.	ILT/ Teacher Teams	Not Applicable	Chkoumbova	Summer 2012	Quarter 1		
ILT will monitor CIWP monthly and manage accomplishing all milestones and priorities	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
RTI team will provide PD to staff around strategies in implementing intervention blocks for students by Friday, September 28, 2012	Professional Development	All	RTI team	Quarter 1	On-going		
Teacher teams will plan and implement training for paraprofessional team members quarterly	Professional Development	Students With Disabilities	Staff	Summer 2012	On-going		
ILT will establish a peer observation and support program by the end of the 1st quarter. Teachers will support one another in the understanding of the instructional framework and REACH teacher evaluation system, and ILT will train the staff in peer observation skills before this process takes place.	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	On-going		
School will implement 60 minute grade level meetings for the 2012-2013 school year (including "specialists" grade level)	Professional Development	Not Applicable	Chkoumbova	Quarter 1	On-going		
School will continue to develop and monitor the Jr. Middle/new Middle School program through idetifying best practices and expandning the curriclum based on student achievement data	Staffing	Other student group	Chkoumbova/ ILT	Summer 2012	On-going		
100% of all teachers will particiapte in triaing of administration and data analysis of NWEA assessment	Professional Development	All	Chkoumbova/ ILT	Summer 2012	On-going		

Strategic Priority 1

CIWP

2012-2014 Continuous Improvement Work Plan

Disney II Magnet School

CHICAGO PUBLIC SCHOOLS | CPS

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
Deliver high quality instruction that reflects the CCSS, the CPS instructional framework, REACH students, and school/district wide assessment data. School will add rigor through selecting high-quality nonfiction texts, implementing inquiry circles, and focusing on reading and writing in the content areas.	Instructional practices need to be aligned with the new CCSS standards and in order to meet the increased expectations for student performance. This should include support for both teachers and students during this transition. Currently, 63% of our students are meeting growth targets.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will fully deconstruct and review 100% of the CCSS aligned with Literacy by September 4, 2012 while fully unpacking and review CCSS aligned with math by March 29, 2013	Instruction	All	Teachers	Summer 2012	Quarter 3		
100% of teachers will use ELA to create units, lessons, and assessments through the 2012-2014	Instruction	All	Teachers	Summer 2012	On-going		
Teachers will administer and score 100% of the 1st quarter performance tasks as created by CPS.	other	All	Teacher Teams	Quarter 1	Quarter 1		
Teachers will administer and score 100% of the 2st quarter performance tasks as created by CPS.	other	All	Teacher Teams	Quarter 2	Quarter 2		
Teachers will administer and score 100% of the 3rd quarter performance tasks as created by CPS.	other	All	Teacher Teams	Quarter 3	Quarter 3		
Teachers will administer and score 100% of the 4th quarter performance tasks as created by CPS.	other	All	Teacher Teams	Quarter 4	Quarter 4		
100% of the teachers will analyze diagnostic assessment results including: STEP, BAS, and district created CCSS immediately following test administration	Instruction	All	Teacher Teams/ ILT	Quarter 1	On-going		
100% of teacher will analyze performance task data with peers to increase inter-rater reliability by November 1, 2012	Professional Development	All	Teacher Teams	Quarter 1	Quarter 1		
100% of student in grades 2-6 will participate in BOY NWEA by the end of September 2012. All teachers will analyze and implement data driven instruction focusing on individual student growth targets.	Instruction	All	Teachers	Quarter 1	Quarter 2		

Strategic Priority 2

100% of student in grades 2-6 will participate in MOY NWEA by the end of September 2012. All teachers will analyze and implement data driven instruction focusing on individual student growth targets.	Instruction	All	Teachers	Quarter 2	Quarter 3		
100% of student in grades 2-6 will participate in EOY NWEA by the end of September 2012. All teachers will analyze and implement data driven instruction focusing on individual student growth targets.	Instruction	All	Teachers	Quarter 3	Quarter 4		
100% of the teachers, including specialists, will design and implement interventions school wide for three 60 minute blocks per week in literacy, writing and math in order to remediate and accelerate student learning.	Instruction	All	Teachers	Quarter 1	On-going		
ILT/Jr. Middle Team will identify instructional materials and develop curriculum to meet the need of students in 6th grade (new grade for the school 12-13)	Instruction	Other student group	ILT/ Administration/ Jr. Middle	Summer 2012	On-going		
ILT/Jr. Middle Team will identify instructional materials and develop curriculum to meet the need of students in 7th grade (new grade for the school 13-14)	Instruction	Other student group	ILT/ Administration/ Jr. Middle	Summer 2013	On-going		
School will continue to refine it's vision for middle school model expansion: 7th and 8th grade	Instruction	Other student group	ILT/ Administration/ Jr. Middle	Summer 2013	On-going		
School will implement the CPS instructional framework and REACH teacher evaluation system school use by the end of the 1st quarter. Teachers will be trained to understand the framework during school wide PD and grade level PD.	Professional Development	Not Applicable	Chkoumbova	Summer 2012	Quarter 1		
ILT, RTI team, and administration will develop systems for monitoring and documenting student interventions and progress by the end of the 1st quarter 2012.	Instruction	Other student group	ILT/ RTI/ Administaration	Quarter 1	On-going		
Disney II will inventory GR leveled texts and classroom libraries to identify needs for supplementing or expanding texts in order to support CCSS, ELL, and SPED	Instruction	All	Stone	Summer 2012	On-going		

Strategic Priority 2

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
Integrate arts, technology, health/nutrition, and foreign language into the core curriculum to provide further differentiation and enrichment of the academic program for all students.	Through the implementation of an integrated curriculum, including core and enrichment programs, we will support the further development of critical thinking, communication, collaboration, and creativity to ensure an increased number of students exceeding standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of the teachers will create and supprt inquiry circles for K-6 students on 2 days of the 6-day block schedule.	Instruction	All	Teachers/ Specialists	Summer 2012	Quarter 1		
100% of Middle School students will participate in elective classes for two 60 minute periods (arts, technology, media, music) to develop cognitive and inter-personal skills and provide increased enrichment opportunities focused around areas of interest.	Instruction	All	Specialists/ Chkoumbova	Summer 2012	Quarter 1		
100% of students will participate in foreign language enrichment classes	Instruction	All	Specialists/ Chkoumbova	Summer 2012	On-going		
Offer 3 sessions (fall, winter, and spring) of balanced, diverse, after school enrichment opportunities including arts, sports, and technology programs	After School/ Extended Day	All	After School Enrichment Coordinator	Summer 2012	On-going		
Each Specialist (art, tech, music, PE) will teach integrated units of study during scheduled co-teaching blocks with select grade levels. Each quarter, learning will be shared through a culminating activity.	Instruction	All	Specialists/ Teachers/ Chkoumbvoa	Summer 2012	On-going		
100% of teachers in grade K-6 will collaborate with Pilot Light Chefs to integrate health and nutrition into 4 core curricular units for each grade level.	Instruction	All	Chkoumbova	Summer 2012	On-going		
Art and music teacher will invite visiting artists and performances to provide students with direct personal contact with practicing professional artists relevant to their current units of study.	Instruction	All	Specialists	Summer 2012	On-going		

Strategic Priority 3

All K-6 students will participate in daily 60 minute specialty classes through the implementation of the full school day plan.	Instruction	All	ILT	Summer 2012	Quarter 1		
All specialists will develop curriclum and identify insturctional resources to provide rigours elective courses (art, music, media, technology)	Instruction	All	Specialists	Summer 2012	Quarter 1		
Develop curriculum and assessments for K-6 Spanish foreign language program.	Instruction	All	Foreign Language Teacher	Summer 2012	Quarter 1		
Identify and secure resources and instructional materials for the new foreign language program.	Instruction	All	Foreign Language Teacher	Summer 2012	Quarter 1		

2012-2014 Continuous Improvement Work Plan

Disney II Magnet School

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