



## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Euna Lee	Assistant Principal	ELee2@cps.edu	Has access
Michael Coy	Assistant Principal	RMCoy@cps.edu	Has access
Kathleen Speth	Resident Principal	kespeth@cps.edu	Has access
Barry Smith	Case Manager/Diverse Learner Department Chair	brsmith6@cps.edu	Has access
Kate Dube	Humanities Department Chair	kdube@cps.edu	Has access
Jessica Gutowski	STEM Department Chair	jzgutowski@cps.edu	Has access
Casey Campe	Freshman Academy Coordinator/Activities Coordinator	cscampe@cps.edu	Has access
Peter Rutkowski	Academic Center Coordinantor	parutkowski@cps.edu	Has access
Melissa Tuccini	Physical Education/Health Department Chair	matremblay@cps.edu	Has access
Brian Murphy	Dean of Students	bpmurphy1@cps.edu	Has access
Susan Krause	Specials Department Chair/Tech	sgkrause@cps.edu	Has access
Deanna Fedaj	School Counselor	dfedaj@cps.edu	Has access
Colleen Girard	Kindergarten Teacher/Humanities PLC Lead	cfgirard@cps.edu	Has access
Catherine Rollings	1st Grade Teacher/Humanities PLC Lead	crollings@cps.edu	Has access
Sarah Lutz	Case Manager/MTSS Coordinador	stlutz@cps.edu	Has access
Amy Peterson	Grades 4 - 6 Math teacher/Jr. Middle	ampeterson2@cps.edu	Has access

Lead

Andrew Kramer	Grade 3 teacher/MTSS Coordinator	amkramer@cps.edu	Has access
Joseph Hamden	PE Teacher/Specialist PLC Lead	jcharnden@cps.edu	Has access
Eileen Schnepff	DII Educational Fund President	erschnepff@cps.edu	No Access
Kirstin Sutter	Grade 3 teacher/Math PLC Lead	kmsutter@cps.edu	Has access
Eileen Lysaught	DII PTA President	elysaught@gmail.com	No Access
Caroline Bilicki	DII Local School Council President	cpollicki@gmail.com	No Access

Team meetings

Date	Participants	Topic
01/13/2016	B. Chkoumbova, K. Speth, E. Bae	Introduction to CIWP 2016-2018/CPS School Excellence Framework
01/28/2016	All Members (Lawndale)	Introduction to CIWP for ILT team (Lawndale)
02/11/2016	All Member (Lawndale)	Introduction to SEF for Lawndale Team - practice evaluation in a domain

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 3 4

At Disney II, there is a clear focus and high expectations for all students, staff and school community. The principal has established systems and structures for a shared leadership model. This include multiple leaders are in the the school, focusing on improving achievement through collaborative leadership. Formal opportunities to champion and articulate the vision happens through staff meetings, department meetings focusing on instruction and student achievement, professional learning communities and teacher led instructional meetings. Professional learning communities are lead by teacher leaders who determine school priorities as part of the Instructional Leadership Team. Each group meets weekly with shared agendas throughout the school. They are held accountable to the administration and instructional leadership teams.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**

- Master skills associated with large-scale strategic planning processes and implementation of such plans.
- Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 3 4

The instructional leadership teams meet weekly (Lawndale Campus)/bi-weekly (Kedvale Campus). At the Lawndale Campus (h/s) this team is comprised of department chairs from diverse learners, humanities, STEM, physical education and specialists as well as the director of student affairs, dean, counselor, principal and assistant principal. On the Kedvale Campus (e/s) this team is comprised of Professional Learning Communities leads from humanities, STEM, specialists and diverse learners, MTSS lead and the principal and assistant principal. The ILT guides and supports the directives of the initial initiatives throughout the school. Disney II's ILT is unique that it is responsive to the needs of the teachers. For example, the high school refining the learning lab model, creating the Rising Titan's Framework for Social Emotional Learning.

## Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, **"Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, **"If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>B5. Supports Teacher Teams</li> </ul>

### Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 **3** 4

Professional Learning includes creating Professional Development Plans at the onset of the school year, setting goals for each teacher. Each teacher is given current school data to reflect on gaps and achievements to drive instruction. In addition, instructional meetings/PLC's offer opportunities for teacher collaboration at all levels. Instructional goals are developed and aligned to the Disney II Mission and Vision. Teachers then initiate learning opportunities for one another, complete instructional rounds and discuss student achievement in their specific PLCs, department meetings and content area meetings.

Evidence of "safe practice space" include teachers working on LEAP Breakthrough teams, LEAP Pilot team, Dyson, SEL (Caring School Community), Advanced Placement teams. These programs and partnerships entail pursuing innovative educational initiatives. In addition, these collaborative opportunities provide more teacher enrichment and continue to drive vertical alignment in PreK - 12.

### Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

#### Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 **3** 4

Disney II utilizes a collaborative hiring process with clear selection criteria. This includes an initial interview, demonstration lessons, as well as panel interview comprised of teachers and students alike. Hiring decisions are made using data and team input through collaboration between administration and teachers.

Teacher teams have been created with the goal to strategically collaborate on developing strong integration of content and skills, offering students high quality instruction.

Integrated classes (Learning Lab), Intervention, Colloquium and Advisory at the Lawndale Campus provide greater levels of support and enrichment for students. Funds were allocated for the purchase of Chromebooks have individual learning experiences in grades 4 - 8. Students in 7th and 8th grade follow the block schedule.

LEAP Pilot program and Breakthrough Schools grant have allowed professional development related to the writing of the grant and Dyson partnership and training has begun the initiative for our Maker's Space.

#### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

### Expectations for depth & breadth of Student Learning

4 of 4 complete

#### Curriculum:

Score

1 2 3 4

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Disney II Magnet values student choice, growth, and diversity. The school facilitates the process of empowering each student to design learning experiences that stretch beyond the traditional classroom and school setting. Disney II Magnet offers a complete educational program that creates student empowerment through choice, and continually links knowledge and learning to action. Disney II utilizes comprehensive tools to achieve and measure student progress, not only towards academic standards in literacy and mathematics but also in strategic support of social emotional learning and the development of noncognitive skills.

Using Rubicon Atlas as a planning tool, teachers are instructed to build units of study that are framed around the Common Core Standards and the CPS Content Framework. As PreK - 12 school, Disney II uses Understanding by Design model for all curricular units. Through integrated instruction and project-based learning in an inclusive environment, students are prepared for postsecondary success in educational institutions, entrepreneurial endeavors and the workplace. Units are differentiated by analyzing the data from assessments such as STEP, NWEA, PSAT, ACT, PARCC as well as performance tasks and benchmark assessments.

Students in grades 7 -11 are offered multiple pathways, including regular, honors, and Advanced Placement courses.

The Rising Titan Framework and the Advisory model is offered to integrate academic and social emotional learning.

Disney II fosters community based learning, by utilizing resources such as the Dyson Partnership, dual credit opportunities, advanced arts courses as well as nonprofit organizations such as Pilot Light.

Diverse Learners are expected to achieve as their age equivalent peers while receiving a variety of supports and services. Students with IEPs and 504 plans are given access to the full range of curriculum. They have the same opportunities to integrate with their peers as any student. Students with a diverse set of needs have been given first priority in class scheduling. Disney II provides academic courses tailored to meet the needs of diverse learners with the support of teachers and paraprofessionals to ensure the student's success in the general education classroom and in all school areas.

#### Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**

- Focus so units can be adequately addressed in the time available.
- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

As a arts and technology magnet school, Disney II offers a wide and varied program to ensure students are engaged in the learning process. Instructional materials needs are based on identified student needs with the goal of engaging in high level goals and curriculum. Students in grades PreK - 2 have iPads and desktops for experiential learning in small group instructions. Students in grades 3 - 11 have shared technology resources through computer labs, 1:1 Chromebooks and macbooks. Each classroom is equipped with Smartboards/interactive boards and document cameras, ensuring equitable access for all teachers and students. Literacy is prevalent throughout the school with wide selections of classroom libraries as well as multiple texts for small group instruction.

This year, Disney II piloted the Learning Lab/Math Lab that has served as the model for student directed project based learning. Students work collaboratively and meet with instructional coaches (teachers) to vet project ideas and plans.

Various edtech subscriptions, such as Mathletics, Think Through Math, iReady as well as BrainPop and Learning A - Z, are available to all students. Students have choice in which tool to use to independently learn and practice cognitive skills.

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students’ higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1.b. Demonstrating Knowledge of Students</a> <a href="#">1.c. Selecting Learning Objectives</a> <a href="#">1.d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4



Disney II supports each student's social, emotional, physical, and ethical growth. Students learn in an environment that is not only physically and emotionally safe, but also healthy. The acquisition of these skills starts with explicit teaching and modeling in the elementary school. Later on, students self-reflect and seek opportunities to further advance and expand these skills and habits.

Using a balanced approach to literacy within the context of strategic instruction. Literacy instruction is informed by the Strategic Teaching and Evaluation of Progress (STEP) assessment made every 10 weeks. Based on this data, students are provided with opportunities to read authentic literature at their current instructional level and are supported through guided reading, Reader's and Writer's Workshops, and inquiry circles. The school's integrated curriculum approach transfers STEP data into cross-curricular units in science, social studies, and math. These practices have proven to be successful to drive student achievement in grades PreK - 6. Instruction is differentiated to meet the needs of all learners. Upon reaching the middle grades at the Lawndale Campus, students have an opportunity to learn in a collaborative environment where project based learning is stemmed by student inquiry. Using content knowledge and cognitive skills, students assume the responsibility of seeing a project from start to finish thus providing a richer opportunity for attaining both content and skills. In high school, students are then offered dual credit opportunities, Advanced Placement opportunities.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career

Score

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success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Disney II is focused on building college and career readiness skills in all of its students. We have multiple programs which build rigorous academic skills and social emotional readiness and successfully prepare students for life beyond secondary school. Academic programs include Advanced Placement and dual credit courses which offer students an opportunity to gain college credit while still in high school. The school's multiple academic pathways are a way for students to successfully identify academic opportunities which best suit their needs and abilities. These multiple pathways include honors, academic center and regular level classes in grades 7 and 8 and honors and regular level classes in grades 9-12. Additionally, the Disney II One Goal program offers two cohorts of historically underserved high school students an opportunity to learn how to enroll and complete college. The Disney II counseling department also provides multiple opportunities for students to learn about college and career opportunities. These opportunities include; financial aid planning night, a college fair with 15 colleges, multiple college visits, and training on the Naviance, the college and career readiness website.

Disney II's advisory program, freshman academy and freshman/new student orientation also focus on building strong academic and social emotional skills that students will need to be successful in college and career. Each 7th -11th grade student participates in a 100 minute advisory class once per week and during this time teachers use a well designed advisory curriculum to provide lessons focused on building cognitive and non-cognitive skills. Stress management, organizational skills, relationship and team building and study habits are all elements of the Disney II advisory curriculum. Freshman connection/new student orientation at the beginning provides similar lessons to students who are entering Disney II for the first time.

Disney II's Freshman Academy focuses on building academic and non-cognitive skills in freshman. The program, provides consistent student focused support for all 9th grade students which includes interventions for attendance, behavior and academic issues.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

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The staff at Disney II carefully monitor data from PARCC, NWEA, and STEP assessments, along with other formative assessments to drive instruction daily to support individual needs. With this data, teachers build unit plans to instruct their learners at their independent levels.

Disney II utilizes the Understanding by Design unit planning grades PreK - 12, the Rubicon Atlas Curriculum mapping system provides educators a platform for vertical and horizontal alignment. The instructional leadership team analyzed teacher practice by using the Hess Cognitive Rigor Matrix for ELA and Mathematics. Using teacher and student questioning samples, we identified the depth of knowledge levels according to Bloom's Cognitive Process Dimensions.

Elements of curriculum design include a focus on integration and differentiation for all learners. Teachers develop opportunities to bridge cognitive skills and content areas to scaffold learning.

### Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.

- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

### Score

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The school developed structured systems of supports to foster teacher planning and communication of interventions. The school now has a set protocol for stages for interventions. The vision of the MTSS team is to determine appropriate instruction for individual students. The team supports teacher to develop a plan of intensity and duration of time for interventions. The school has purchased Leveled Literacy Intervention (LLI) to support reading intervention, which is aligned to common core standards as well as the schools reading summative assessment STEP. The school also collaborates with the school counselor, social worker and diverse learners staff to create individual, small group and whole group plans for supplementing curriculum with social emotional learning, stress management and behavior management.

Tier I Intervention: Core curriculum and instruction that all students receive. Grade level standards being met.

Tier II Intervention: Instruction and intervention provided in addition to core instruction.

Tier III Intervention: Instruction that may be different from the standard curriculum. Up to three kids per group. Increased time and intensity. Instruction is targeted to specific content areas.

Utilize Freshmen on track data to support Freshmen Academy initiatives which offers intense 1:1 academic and social emotional support for all freshmen. Advisory lesson plans include student portal reflections, executive functioning and social emotional support. Counseling initiatives and groups (travelers, empowered girls, freshman on track, crisis management team, student-at-risk).

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**

- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

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Rubicon Assessment Reports: STEM assessments include questions along the DOK spectrum from 1-3. Math assessments would benefit from the addition of DOK level 4 activities.

NWEA - MAP data helps teachers at Disney II identify learning levels of each student to engage them in differentiated instruction and skill-based grouping that leads to positive results for every child. Students become more committed to the learning process when they can set goals and see results. Using the Student Goal Setting worksheet and other MAP tools, teachers and students build an action plan together, and use these goals to inform parents of the process and show the progress over time.

PSAT - The supports curriculum and instruction through student performance feedback mapped to standards and tied to instruction, readiness benchmarks to stay on target for readiness and score reports are used to develop focused, personalized practice plans. In addition, the College Board assessments are based on ELA and math skills research shown to be essential for college readiness.

The Strategic Teaching and Evaluation of Progress (STEP) - using this assessment, teachers established milestones in each students' reading development. Each level within STEP is organized into a developmentally sequenced set of tasks that help teachers understand the developmental status of each student, or each class, at any point during the school year. Teachers track students' progress over time and develop a plan for each student to make growth in their reading success. STEP assessments are woven into classroom practice as part of regular literacy instruction, rather than stand as a separate activity external to teaching. Disney II uses national normed data to inform instructional practices so drive instruction, support academic needs and to find resources that will better assist our students' progress.

## Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

### Score

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At Disney II, our innovative and learner driven academic programs are complemented by a child-sensitive approach in which elementary students pursue individual interests through broad access to arts, music, technology, P.E., and foreign language. In middle and high school students make choices to take ownership of their study in these disciplines through personalized learning opportunities and integrated, leveled core courses. We envision Disney II Magnet School as a community where students are empowered to seek and design learning experiences. Through integrated instruction and project-based learning in an inclusive environment, students are prepared for postsecondary success in educational institutions, entrepreneurial endeavors and the workplace.

Morning meetings, advisory and a collaborative classroom environment always students to build a strong school community with our three pillars of trust, respect and responsibility. Students know that the school and classroom is a safe space to take risks, make mistakes and take on a growth mindset as the culture for learning.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed expectations.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

### Score

1 2 **3** 4

Disney II focuses on the whole child by supporting students' social, emotional, physical and ethical growth. Through the advisory program, freshman academy new student orientation and the newly created Rising Titan's framework we build strong sustainable relationships among students and staff. Further we offer multiple opportunities for parents to become active and engage members of the school community. Parents are welcomed as classroom and school volunteers, classroom tutors and traffic coordinators. Other opportunities for parent involvement and engagement are the various parent organizations at Disney II such as the Educational Foundation, the Parent Teacher Association and the Local School Council.

We value the input of all stakeholders and provide venues for communication including weekly newsletters from teachers, the annual parent survey and the Disney II website.

## Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

From Grades 3 - 12, students have the opportunity to run for student council and represent their peers.

With enrichment opportunities after school such as jewelry making, Spanish, coding, and after school clubs such as Girls on the Run and Math Club, students can get involved in a multitude of activities outside the classroom. Inside the classroom, students take on leadership roles by having different jobs such as tech support, line leader, and end of day reflection.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.



- Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

Disney II prides itself on providing a physically and emotionally safe environment for all students. The counseling department is active in building the emotional well being of all students, their initiatives and groups include: travelers, empowered girls, freshman on track, crisis management team, student-at-risk). At the high school campus the weekly advisory lesson plans focus on both academic and social emotional well being of students. The lesson plans include methods stress management, relationship building and social emotional support. At the elementary school level each classroom holds morning meetings and focuses on including trust, respect and responsibility in all aspects of school life.

The school safety and security team are vital members of the school staff and are tasked with maintaining safety and order in the building. The school has defined crisis plan and conducts safety drills throughout the year.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**

- Manage classroom routines and procedures to maximize instructional time.
- Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
- Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

1 2 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Disney II is focused on proactive, caring measures to prevent misbehaviors and help students learn from their mistakes. Through Caring School Community and Positive Discipline, classroom meetings are focused on teaching students important social and emotional skills that enable them to get along with others, celebrate the successes of their peers, and make responsible decisions. When misbehaviors occur, teachers have students use reflection think sheets as well as check in conversations in order to design a response to effectively change behavior.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.

- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
  - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
  - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
  - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

Disney II offers multiple pathways for parents to become involved and engaged in the school environment. Teachers engage parents by sending out weekly newsletters and offering opportunities for parents to tutor small groups, be "mystery readers", work in the office and as lunch and recess monitors throughout the day. The Disney II Educational Foundation and Parent Teacher Association are both strong and vital organizations that partner with teachers and administrators to foster a successful educational environment. The Disney II website provides ongoing communication to parents about school activities and the newly hired communications liaison works closely with parents and administrators to ensure that our community is connected. Parents are also invited to provide input through the yearly parent survey and the district's My School My Voice survey.

Other school sponsored events include Back to School Night, Curriculum Night, and the annual Back to School Carnival.

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**

- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$

3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	55.00	78.00	90.00	90.00
<b>National School Growth Percentile - Math</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	61.00	53.00	70.00	72.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	45.70	(Blank)	55.00	58.00
<b>African-American Growth Percentile - Reading</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	34.00	25.00	30.00	40.00
<b>Hispanic Growth Percentile - Reading</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	29.00	69.00	70.00	72.00
<b>English Learner Growth Percentile - Reading</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	1.00	(Blank)	30.00	50.00
<b>African-American Growth Percentile - Math</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	58.00	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	45.00	48.00	50.00	60.00
<b>English Learner Growth Percentile - Math</b>				
We are doing more work with analyzing student tasks and we expect that to improve growth.	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Math</b>				

We are doing more work with analyzing student tasks and we expect that to improve growth.	5.00	36.00	40.00	50.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

We expect to continue to raise the percentile to the 99th.	94.00	96.00	99.00	99.00
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**National School Attainment Percentile - Math (Grades 3-8)**

We expect to continue to raise the percentile to the 99th.	95.00	96.00	99.00	99.00
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**National School Attainment Percentile - Reading (Grade 2)**

We expect to keep the percentile at 99th.	99.00	99.00	99.00	99.00
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**National School Attainment Percentile - Math (Grade 2)**

We expect to raise the percentile at 99th.	99.00	97.00	99.00	99.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

We have done work with EL programs and would help Access growth.	(Blank)	50.00	55.00	55.00
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**Average Daily Attendance Rate**

We will continue to strive to increase the average attendance rate. Our partnership with parents will be imperative to improve our attendance rate in an appropriate manner over the next years.	92.30	91.60	95.00	95.50
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**My Voice, My School 5 Essentials Survey**

Well Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>My Voice, My School 5 Essentials Survey</b>				
Well Organized	(Blank)	(Blank)	(Blank)	(Blank)

**National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

We are doing more work with analyzing student tasks and we expect that to improve growth.	42.00	(Blank)	40.00	45.00
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**African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

We are doing more work with analyzing student tasks and we expect that to improve growth.	(Blank)	(Blank)	0.00	0.00
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**Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

We are doing more work with analyzing student tasks and we expect that to improve growth.	11.00	(Blank)	20.00	30.00
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**English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

We are doing more work with analyzing student tasks and we expect that to improve growth.	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

We are doing more work with analyzing student tasks and we expect that to improve growth.	(Blank)	(Blank)	0.00	0.00
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**National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments**

We are doing more work with analyzing student tasks and we expect that to improve growth.	45.00	(Blank)	47.00	50.00
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**Freshmen On-Track Rate**

Our Wednesday intervention blocks should help improve grades with freshmen.	81.10	7.00	82.00	85.00
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**4-Year Cohort Graduation Rate**

Our first class should have a good solid graduate rate.	(Blank)	(Blank)	0.00	85.00
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**1-Year Dropout Rate**

We have done work with credit recovery that should help stop some dropouts.	3.40	3.50	3.40	3.30
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**College Enrollment Rate**

NA	(Blank)	(Blank)	0.00	0.00
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**College Persistence Rate**

NA	(Blank)	(Blank)	0.00	0.00
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**Average Daily Attendance Rate**

We will continue to strive to increase the average attendance rate. Our partnership with parents will be imperative to improve our attendance rate in an appropriate manner over the next years.	92.30	91.60	95.00	95.50
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Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

increase teacher capacity to deliver personalized instruction focused professional development, instructional rounds and collaborative team planning

increased student engagement, discourse, productive classroom culture

growth in student achievement, graduation, college enrollment, and on track rates.

Tags:

Instruction, Professional development, Instructional planning, Collaboration

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Identify and provide professional development to instructional leaders so they can roll out Year 1 of the personalized learning blueprint include dual credit courses, AP capstone diploma courses, learning labs, Dyson Maker's Lab and at least on integrated high school course.

Adam Chadwick,  
Peter Rutkowski,  
Katherine Dube and  
Jessica Gutowski

Jul 1, 2016 to  
Jun 30, 2017

Professional Development plan

Not started

**Personalized Learning, Integration, Dual credit**

Continue to refine the math learning lab by identifying and providing additional resources so that teachers can continue to develop personalized learning pathways.

Amy Peterson, Euna  
Bae, Kristin Sutter

Jul 1, 2016 to  
May 31, 2017

Personalized learning pathways

Not started

**Personalized Learning, Aligned resources, Mathematics**

The school will adopt a new scheduling model to ensure daily math instruction for students in grades 7 - 12.

Administrative team

Jun 1, 2016 to  
Aug 31, 2016

Schedule

Not started

**Scheduling**

The ILT will establish a peer observation and support program. Teachers will support one another in understanding the instructional framework and provide collaborative feedback regarding the effectiveness of instructional strategies.

ILT, Classroom  
teachers

Jul 1, 2016 to  
Aug 31, 2016

Peer observation protocol

Not started

**Peer observation, Collaborative feedback, Effective instruction**

A master schedule for all teacher led professional learning team meetings will be created and updated. It will include ILT (bi-weekly), PLC, MTSS and grade level meetings (ongoing weekly) and department meetings (bi-weekly).

ILT, PLCs, grade  
level teams,  
Department Chairs,  
Administrative team

Jul 1, 2016 to  
Aug 31, 2016

Master schedule with teacher led  
teams

Not started

**MTSS, Plc, Grade level teams**

We will continue to refine and expand the Arts and Technology magnet programs. We will strengthen the integration of Arts and Technology throughout the curriculum and daily activities of the students. We will provide planning and collaboration time for Magnet lead teachers to support integration.

Magnet leads, ILT

Jul 1, 2016 to  
Jun 30, 2017

Integrated unit plans,

Not started

**Magnet cluster schools, Integration, Arts and technology**



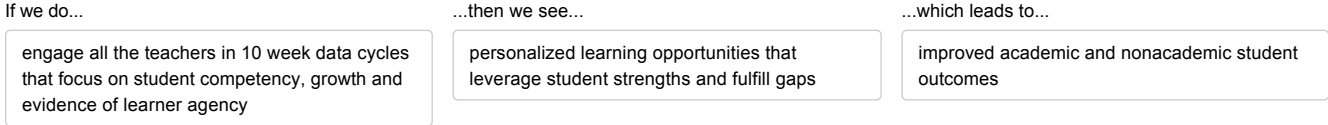
The ILT will develop a teacher learning plan that incorporates backwards design, CCSS and NGSS standards, Hess cognitive matrix and integrated unit plans.	ILT, Administrative team	Jul 1, 2016 to Jun 30, 2017	Professional learning plan	Not started
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**Backwards design, Professional learning plan**

Teachers will participate in ten week data analysis cycles to improve to design personalized learning pathways for students in classrooms.	ILT, Administrative team	select	Data cycle protocol	Not started
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**Student data analysis**

**Strategy 2**



Tags:  
Personalized Learning, Data cycles, Learner agency

Area(s) of focus:  
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
The DII administrative team will create and update on a weekly basis data dashboards with a comprehensive set of academic, attendance and behavioral measures. This data set will be shared with entire faculty along with a protocol for analysis and expected action steps	Administrative team, department chairs and PLC leaders	select	Data dashboard, Surveys, feedback collection tools	On-Track

**Attendance plan, Data dashboard, Behavioral**

The DII administrative team will form a strategic task force to evaluate the current assessment framework and make recommendations for adopting or creating a formative assessment system that can consistently measure student competency and growth across content areas and grade levels.	Administrative team, Strategic Task Force, ILT	Jun 1, 2016 to Aug 31, 2016	Assessment framework, Assessment tools	On-Track
Teachers will be supported through professional development in the fall in administering and analyzing the assessment data from the selected assessments.	Administrative team, ILT	Jul 1, 2016 to Dec 31, 2016	Professional Development Plans, Data Dashboard	On-Track

Teacher teams will work collaboratively to create action steps to design instructional strategies informed by the data.	ILT, Grade level teams	Jul 1, 2016 to Jun 30, 2017	Action Step template, Data analysis	On-Track
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**Collaboration, Student data analysis**

The instructional leadership team will collect feedback from teacher teams and design student goal setting protocols to reflect on individual competency and growth targets.	ILT, Administrative team	Aug 29, 2016 to Sep 1, 2016	Goal setting protocol	Not started
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All students in grades 4 - 12 will lead parent teacher conferences. Students will be supported and guided by homeroom and advisory teachers in selecting goals as well presentation skills.	Teachers in grades 4 - 12; Administrative team	Sep 5, 2016 to Jun 30, 2017	Student led conference rubric; Surveys, feedback collection tools	Not started
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**Exepctations and goals, Student led conferences**

**Strategy 3**

If we do...

...then we see...

...which leads to...

support teachers in the design and consistent implement of the Disney II Rising Titans Social and Emotional Framework and focus on empowering students to take ownership of the learning and climate within the school	students engaged in a learner driven program and activities and service learning	student demonstrating leadership within and outside the school community and engaging the wider community in meaningful ways
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Tags:  
Climate and Culture, Social emotional

Area(s) of focus:  
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Continue to refine the Rising Titan Social Emotional Learning framework led by the Kedvale ILT and implement it school wide to set goals and benchmarks for students.	Kedvale ILT, Administrative Team, Parent organizations	Jun 1, 2016 to Jun 30, 2017	Rising Titans SEL Framework, Surveys, feedback collection tools	On-Track
100% of the teachers will utilize the Titan framework as a guide to build safe emotional environment in the classrooms through a variety of structures and strategies such as morning meetings, cross grade level buddies, school wide volunteer opportunities and advisories.	All classroom teachers/Faculty	select	Surveys, feedback collection tools	On-Track

The school will strengthen the positive culture by organizing team building events for students and faculty, Freshmen orientation program, Parent Nights, Open Houses, assemblies, art performances and athletics.	PLC, ILT, Administrative team	Jul 1, 2016 to Jun 30, 2017	Surveys, feedback collection tools, school schedule of events	Not started
Structure multiple and meaningful opportunities for student leadership through the student council, Principal Advisory Group, National Honor Society, National Junior Honor Society and other student groups that can support culture and climate, academic and enrichment programs.	Principal, Teacher leaders of student organizations, ILT	Aug 29, 2016 to Jun 30, 2017	Student group program analysis	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Identify and provide professional development to instructional leaders so they can roll out Year 1 of the personalized learning blueprint include dual credit courses, AP capstone diploma courses, learning labs, Dyson Maker's Lab and at least on integrated high school course.</p> <p>Tags: Instruction, Professional development, Instructional planning, Collaboration, Personalized Learning, Integration, Dual credit</p>	Adam Chadwick, Peter Rutkowski, Katherine Dube and Jessica Gutowski	Jul 1, 2016	Jun 30, 2017	Not started
<p>✚ Continue to refine the math learning lab by identifying and providing additional resources so that teachers can continue to develop personalized learning pathways.</p> <p>Tags: Instruction, Professional development, Instructional planning, Collaboration, Personalized Learning, Aligned resources, Mathematics</p>	Amy Peterson, Euna Bae, Kristin Sutter	Jul 1, 2016	May 31, 2017	Not started
<p>✚ The school will adopt a new scheduling model to ensure daily math instruction for students in grades 7 - 12.</p> <p>Tags: Instruction, Professional development, Instructional planning, Collaboration, Scheduling</p>	Administrative team	Jun 1, 2016	Aug 31, 2016	Not started
<p>✚ The ILT will establish a peer observation and support program. Teachers will support one another in understanding the instructional framework and provide collaborative feedback regarding the effectiveness of instructional strategies.</p> <p>Tags: Instruction, Professional development, Instructional planning, Collaboration, Peer observation, Collaborative feedback, Effective instruction</p>	ILT, Classroom teachers	Jul 1, 2016	Aug 31, 2016	Not started
<p>✚ A master schedule for all teacher led professional learning team meetings will be created and updated. It will include ILT (bi-weekly), PLC, MTSS and grade level meetings (ongoing weekly) and department meetings (bi-weekly).</p> <p>Tags: Instruction, Professional development, Instructional planning, Collaboration, MTSS, Plc, Grade level teams</p>	ILT, PLCs, grade level teams, Department Chairs, Administrative team	Jul 1, 2016	Aug 31, 2016	Not started
<p>✚ We will continue to refine and expand the Arts and Technology magnet programs. We will strengthen the integration of Arts and Technology throughout the curriculum and daily activities of the students. We will provide planning and collaboration time for Magnet lead teachers to support integration.</p> <p>Tags: Instruction, Professional development, Instructional planning, Collaboration, Magnet cluster schools, Integration, Arts and technology</p>	Magnet leads, ILT	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ The ILT will develop a teacher learning plan that incorporates backwards design, CCSS and NGSS standards, Hess cognitive matrix and integrated unit plans. Tags: Instruction, Professional development, Instructional planning, Collaboration, Backwards design, Professional learning plan</p>	ILT, Administrative team	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Teachers will participate in ten week data analysis cycles to improve to design personalized learning pathways for students in classrooms. Tags: Instruction, Professional development, Instructional planning, Collaboration, Student data analysis</p>	ILT, Administrative team			Not started
<p>✦ The DII administrative team will create and update on a weekly basis data dashboards with a comprehensive set of academic, attendance and behavioral measures. This data set will be shared with entire faculty along with a protocol for analysis and expected action steps Tags: Personalized Learning, Data cycles, Learner agency, Attendance plan, Data dashboard, Behavioral</p>	Administrative team, department chairs and PLC leaders			On-Track
<p>✦ The DII administrative team will form a strategic task force to evaluate the current assessment framework and make recommendations for adopting or creating a formative assessment system that can consistently measure student competency and growth across content areas and grade levels. Tags: Personalized Learning, Data cycles, Learner agency</p>	Administrative team, Strategic Task Force, ILT	Jun 1, 2016	Aug 31, 2016	On-Track
<p>✦ Teachers will be supported through professional development in the fall in administering and analyzing the assessment data from the selected assessments. Tags: Personalized Learning, Data cycles, Learner agency</p>	Administrative team, ILT	Jul 1, 2016	Dec 31, 2016	On-Track
<p>✦ Teacher teams will work collaboratively to create action steps to design instructional strategies informed by the data. Tags: Personalized Learning, Data cycles, Learner agency, Collaboration, Student data analysis</p>	ILT, Grade level teams	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ The instructional leadership team will collect feedback from teacher teams and design student goal setting protocols to reflect on individual competency and growth targets. Tags: Personalized Learning, Data cycles, Learner agency</p>	ILT, Administrative team	Aug 29, 2016	Sep 1, 2016	Not started
<p>✦ All students in grades 4 - 12 will lead parent teacher conferences. Students will be supported and guided by homeroom and advisory teachers in selecting goals as well presentation skills. Tags: Personalized Learning, Data cycles, Learner agency, Exepctations and goals, Student led conferences</p>	Teachers in grades 4 - 12; Administrative team	Sep 5, 2016	Jun 30, 2017	Not started
<p>✦ Continue to refine the Rising Titan Social Emotional Learning framework led by the Kedvale ILT and implement it school wide to set goals and benchmarks for students. Tags: Climate and Culture, Social emotional</p>	Kedvale ILT, Administrative Team, Parent organizations	Jun 1, 2016	Jun 30, 2017	On-Track
<p>✦ 100% of the teachers will utilize the Titan framework as a guide to build safe emotional environment in the classrooms through a variety of structures and strategies such as morning meetings, cross grade level buddies, school wide volunteer opportunities and advisories. Tags: Climate and Culture, Social emotional</p>	All classroom teachers/Faculty			On-Track
<p>✦ The school will strengthen the positive culture by organizing team building events for students and faculty, Freshmen orientation program, Parent Nights, Open Houses, assemblies, art performances and athletics. Tags: Climate and Culture, Social emotional</p>	PLC, ILT, Administrative team	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Structure multiple and meaningful opportunities for student leadership through the student council, Principal Advisory Group, National Honor Society, National Junior Honor Society and other student groups that can support culture and climate, academic and enrichment programs. Tags: Climate and Culture, Social emotional</p>	Principal, Teacher leaders of student organizations, ILT	Aug 29, 2016	Jun 30, 2017	Not started

#### Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent Plan

#### Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Disney II Magnet School does not receive Title 1 Funds

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Disney II Magnet School does not receive Title 1 Funds

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Disney II Magnet School does not receive Title 1 Funds

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Disney II supports the development of well-rounded individuals who can live productive intellectual lives and make positive contributions to society. The Disney II community, including parents, teachers, students, and partners, continuously refines and provides a robust, personalized program, designed to empower and engage students through project-based learning, multiple learning pathways, and community-based learning.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Formal parent-teacher student conferences occur according to the CPS academic calendar twice a year. These conferences are collaborative in nature and invites Students in grades 4 - 12 will participate in student-led conferences. Students lead the conferences about their academic progress; taking ownership of their learning experience using portfolios and student work to critically reflect about their learning.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Student based reports are shared following the CPS academic Calendar. Progress Reports are sent home everything 5th week of the academic quarter and Report Cards are distributed four times a year. At Disney II, teachers are expected to have at least one grade per week and parents and students (in the appropriate grade levels) alike are encouraged to use the Parent Portal to see the most recently updated assignments and grades. Teachers are to provide written and verbal feedback through a variety of methods and are available to meet with parents at any point of the year.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Disney II believes that parental involvement improves outcomes for our children and provides opportunities for their lifelong success as adults. The school is committed to building partnerships with every parent who plays a role in a child's life by providing regular opportunities to meet teachers and administrators alike. They are readily accessible and responsive through e-mail, phone and in person. Teachers are available to meet with parents during scheduled times before or after school and some days during non-instructional periods of the day..

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

At Disney II, our parent community is a vital partnership for our school. All parents are welcome to observe students and classrooms upon the request of the teacher and principal. Volunteer opportunities are readily available and expected throughout the school year. Upon clearance from the appropriate CPS Volunteer procedures, classroom room parents or the PTA volunteer coordinator communicates a wide variety of capacities available for parents to partake in. From small group or individual support to office tasks or project preparation, volunteer opportunities both small and large are ongoing and always changing in order to make it available for all families.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

At Disney II we will intentionally build a culture of respect for ambitious learning goals and each learner's strengths through using sets of tools, practices, and routines. Parents are important roles models to partner with students and set expectations for high-quality work. The school leadership and teachers partner with parents to assist with learning such as monitoring attendance, homework completion and providing meaningful feedback that respects each learner's progress and setting goals.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

We have of their have a literal open-door policy and encourage families and other stakeholders to provide input and participate in day-to-day activities. In direct alignment with the elementary school, community members and parents will inform decision-making and help to set and maintain high standards by participating in LSC and general governance, quarterly parent academies, surveys, civil service, and volunteer activities. Disney II partners with parents and families around imperative academic decisions and initiatives. From "Morning Meetings" with the Principal, Parent and Family Academies as well as general forums to provide information and voice around the decisions made by the school. In addition, the LSC, Educational Foundation and PTA provide various ways to involve and empower parental involvement and decision making as critical partners of the school.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

At Disney II student are the drivers of their learning, informing their parents about how they're doing, what their goals are going forward, and what kind of learners they are. Students are expected to be active and engaged learners in a culture of respect. This includes being open-minded when exploring an open-ended question, feeling safe when you express your thoughts, test your ideas, and sometimes failing. In addition, we will intentionally build a culture of respect for ambitious learning goals and each learner's strengths through using sets of tools, practices, and routines. For example, it's important to give students explicit language to describe high-quality work.

Parent Budget

Complete

**Goals:** Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental involvement; specify your goals.

N/A Disney II does not receive Title I funds.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00

53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00