Disney II Magnet Elementary and High School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy

- - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
    - o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics

- o 3 Become informed voters and participants in the electoral process
- o 3 Engage in discussions about current and controversial issues
- o 3 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 3 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 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).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**2**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**3**

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Low literacy attainment among students with IEPs (NWEA, PSAT, and SAT)
Root Cause 1	PD is needed for all teacher on designing rigorous tasks that align to students' needs in IEPs, as it applies to their courses
Area of Critical Need 2	Low math attainment among students of color (NWEA, PSAT, and SAT)
Root Cause 2	PD is needed for teachers on implementation of rigorous discourse in all classes and ways to personalize learning in math
Area of Critical Need 3	Low teacher ratings on SEF for domain of Supportive and Equitable Approaches to Discipline
Root Cause 3	PD is needed to ensure all teachers are trained in restorative practices. Lack of communication regarding discipline protocols.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Math) Students in both priority areas do not reflect the same growth as other students.	African American		45.00	50.00
	Students with IEPs		45.00	50.00
Vision: NWEA Growth G3-8 (Reading) Students in both priority areas do not reflect the same growth as other students.	African American		65.00	70.00
	Students with IEPs		50.00	55.00
SQRP: PSAT10 Annual Growth Percentile-Math We need to close the gap between Latinx and other student groups	Latinx		25.00	40.00
SQRP: SAT Annual Growth Percentile-Math We need to close the gap between African American and other student groups	African American		50.00	60.00
	Overall		60.00	70.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2 (Math) 2nd grade attainment is lower than other groups and we need to raise their attainment	Overall		75.00	80.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Elementary School was well organized and our goal is to continue this rating with a focus on developing stronger restorative practices as student ownership of learning and culture and climate					

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Elementary School was well organized and our goal is to continue this rating with a focus on developing stronger restorative practices as student ownership of learning and culture and climate				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	If we develop teacher expertise and capacity to design learning experiences that provide students opportunities to engage in rigorous discussion inside and outside of class time
Then we see...	Increased levels of effective student engagement identified as students' ability to self reflect, listen to other's perspectives and make informed claims
which leads to...	improved results on NWEA/PSAT/SAT achievement for all students and improved SQRP on-track measures for grades 3-10
Budget Description	The school will need to continue their focus on developing teacher capacity through in house professional development. This necessitates the continued investment in instructional coaches who are tasked with developing teacher-centric professional development which is focused on developing personalized learning.
Tags	Student Voice, Engagement, and Civic Life
Action steps	(Not started) Define rigorous discourse and develop guidelines on student discourse for all grade levels Tags:Student Voice, Engagement, and Civic Life (Not started) Provide personalized professional development on rigorous discourse strategies that can be implemented in every class Tags: (Not started) Develop stronger student voice committee with opportunities for students to impact their school community Tags: (Not started) Utilize an ILT created look-for tool during school-wide Instructional Rounds to assess status of implementation of strategies in all classrooms Tags:

Strategy 2

If we do...	If we implement equitable and sustainable restorative practices and procedures including the development of teacher capacity to engage students in those practices
Then we see...	teachers and administrators explicitly instructing expected behaviors to students and engaging families as partners to build community within the school
which leads to...	students gaining more ownership of their school as measured by improved 5-Essentials data (i.e., student voice and community engagement), attendance metrics, and discipline metrics.

Budget Description	Continuing funding Culture and Climate team, find additional resources to train teachers on restorative practices, develop community partnerships to support restorative practices in all grades
Tags	Supportive and Equitable Approaches to Discipline
Action steps	• (Not started) Train all teachers in restorative practices Tags:Supportive and Equitable Approaches to Discipline • (Not started) Develop discipline protocols that are culturally relevant and restorative and provide guidelines for all teachers Tags:Supportive and Equitable Approaches to Discipline • (Not started) Monitor the implementation of standard reporting procedures quarterly as measured by discipline metrics and behavior referrals Tags: • (Not started) Measure implementation of restorative practices by surveying students quarterly Tags:

Strategy 3

If we do...	If we develop teacher expertise in designing and implementing differentiated/personalized instruction for every student, grounded in culturally relevant teaching practices, including targeted small group instruction
Then we see...	A cooperative learning environment that fosters student independence and reflection, frequent opportunities for feedback, productive interactions, and increased self-advocacy
which leads to...	Measurable student growth on standardized academic exams (e.g. NWEA, PSAT, and SAT), a more positive school climate (i.e., culture and climate student surveys), and increased on-track SQRP metrics for grades 3-12.
Budget Description	Focus on school-based professional development, extended and summer hours for teacher planning, investment in the development of culturally relevant instructional practices and curriculum
Tags	Instruction
Action steps	• (Not started) Provide professional development to all staff on culturally responsive teaching practices Tags:

	- (Not started) Provide professional development on personalized learning and have teachers set implementation goals for their courses Tags: - (Not started) Provide guidelines and opportunities to revise curriculum to reflect personalized learning goals Tags:Instruction - (Not started) Utilize an ILT created look-for tool during school-wide Instructional Rounds to assess status of implementation of strategies in all classrooms Tags: - (Not started) Provide consistent mentoring to all students in grades 6-12 Tags:

Action Plan

Strategy 1

Define rigorous discourse and develop guidelines on student discourse for all grade levels

Sep 07, 2020 to Oct 31, 2020 - Instructional Coaches and Instructional Leadership Teams

Develop stronger student voice committee with opportunities for students to impact their school community

Sep 06, 2020 to May 08, 2021 - Student Voice Committee Student Councils Instructional Leadersip Teams

Provide personalized professional development on rigorous discourse strategies that can be implemented in every class

Sep 07, 2020 to Feb 01, 2021 - Instructional Coaches and Instructional Leadership Teams

Utilize an ILT created look-for tool during school-wide Instructional Rounds to assess status of implementation of strategies in all classrooms

Feb 01, 2021 to Oct 31, 2021 - Instructional Leadership Teams, All teachers

Strategy 2

Train all teachers in restorative practices

Sep 06, 2020 to Feb 01, 2021 - Principal, Assistant Principal, Dean of Students

Develop discipline protocols that are culturally relevant and restorative and provide guidelines for all teachers

Sep 01, 2020 to Apr 03, 2021 - Principal, Assistant Principal, Dean of Students, Culture and Climate teams

Monitor the implementation of standard reporting procedures quarterly as measured by discipline metrics and behavior referrals

Sep 07, 2020 to Jun 24, 2022 - Principal, Assistant Principal, Dean of Students, Culture and Climate teams

Measure implementation of restorative practices by surveying students quarterly

May 31, 2021 to Jun 30, 2022 - Culture and Climate teams

Strategy 3

Provide guidelines and opportunities to revise curriculum to reflect personalized learning goals

Sep 01, 2020 to Sep 01, 2022 - Instructional Leadership Teams Grade Level Teams Instructional Coaches

Provide professional development to all staff on culturally responsive teaching practices

Aug 01, 2020 to Jun 04, 2021 - Instructional Coaches, Instructional Leadership Teams

Provide professional development on personalized learning and have teachers set implementation goals for their courses

Aug 01, 2020 to Jun 01, 2022 - Instructional Coaches, Instructional Leadership Teams

Utilize an ILT created look-for tool during school-wide Instructional Rounds to assess status of implementation of strategies in all classrooms

Sep 06, 2021 to Oct 01, 2022 - Instructional Leadership Teams, Teachers

Provide consistent mentoring to all students in grades 6-12

Sep 07, 2020 to Jun 15, 2022 - Teachers

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[X]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

(Blank)

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

Strategies to increase parent involvement, such as family literacy services. (Blank)
Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings. (Blank)
Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. (Blank)
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (Blank)
Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished. (Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy (Complete)

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

The school does not receive Title 1 funding

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

The school does not receive Title 1 funding

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

The school holds parent academies on a regular basis to bring families together to learn about school instructional and curriculum initiatives. The school also hosts town hall meetings and parent engagement round tables in an effort to bring parent voice into the school community. The school engages with parents on a regular basis through weekly e-mails and newsletters from the teachers and the administration. All families are actively welcomed into the building and actively encouraged to participate in LSC and other school meetings. Parents are invited through direct e-mails and the weekly principal newsletter.

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.

Parents are provided with report cards and progress reports. Further, through the online curriculum management system parents have the ability to access their child's progress in an up to the minute fashion. Families in grades PreK-8 receive weekly newsletters from teachers with updates on curriculum and assessment. The school also hosts report card pickups and actively seeks parental input throughout the year.

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.

All teachers at the school are highly qualified. If there is a long term substitute or not "highly qualified" teacher parents receive an e-mail from the administration explaining the reason and outlining a plan for hiring a highly qualified teacher for the position.

Schools will assist parents of participating ESSA 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.

The school does not receive Title 1 funding

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

School hosts parent academies on NWEA, Fundations, Summit Basecamp, and other curriculum and instructional initiatives.

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

The school provides in house professional development and coaching to all teachers. This includes how to actively engage parents with their children's schooling. The school's mission, vision, and values stress the importance of active community engagement, and parents are actively notified and encouraged to participate in school events.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school hosts parent academies to encourage active parent engagement in their child's learning

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

The school maintains an extensive website that is updated on a consistent basis. The principal sends weekly newsletters to all families. Teachers in grades PreK-8 send weekly e-mails to all parents. Teachers in grades 9-12 are proactive in reaching out to parents. The school's Behavioral Health Team is also active in reaching out to parents to further engage them in the school community

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

School-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 Mission
Disney II supports the development of well-rounded individuals who can live productive, intellectual lives and make positive contributions to society

Disney II?s Vision Statement
Disney II Magnet School:
Provides a challenging curriculum through personalized and project-based learning that integrates art and technology while differentiating for every students? needs,
Develops students who are respectful, inclusive, and driven through a supportive environment, and
Utilizes the involvement of students, families, and staff to create a community that contributes to society.

We Value...
Our family of unique individuals who accept, trust, support, challenge and motivate each other.
Grit; because we create a positive environment where each student is confident in his or her ability to succeed and has a growth mindset.
School spirit; we are proud and supportive of our academic and extra-curricular activities and actively create the school we envision Disney II to be.

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.

Conferences are held twice per year according to the CPS calendar. Conferences are face to face. Throughout the year teachers actively engage parents and meet with them as needed.

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

The school provides report cards and progress reports according to the district calendar. Further, in grades six through twelve the school utilizes a curriculum management system that provides full transparency to parents and students. Students and parents have up to the minute access to feedback, assessments, and curriculum. Further, the school provides parent academies on how to manage and work with the system.

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

Parents are actively encouraged to reach out to the staff. All staff e-mails are on the school's website. Further, parents can communicate with teachers via the curriculum management system.

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

Parents are actively encouraged to volunteer in the school community. Volunteer opportunities include, LSC, PTA, Educational Foundation (fundraising), Sports Boosters, mystery readers in ES, classroom parents, grade-level parents, senior activity council, yearly block party, chaperones for dances, yearly field day volunteers, annual Boo Bash, annual school auction, and any other activity that any one of the parent organizations proposes.

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

Parents are actively encouraged to be part of their children's learning. The school provides supports in this effort through parent academies which foster an understanding of the school's curriculum and instruction efforts.

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

Parents are encouraged via e-mail, newsletters, and community events to meet with teachers and discuss their child's academic and social-emotional learning. Parents have opportunities to call, email, or meet staff members in person.

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).

Students are encouraged to be active owners of their learning. This is reflected in the school's mission, vision, and values. The school has an active student voice committee, student councils, and senior advisory council. Students have advisors and during advisory students are provided academic and social-emotional supports.

Parent Budget (Complete)

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

The school does not receive Title 1 funding

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** 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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** 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)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** 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.	$0.00