CIWP

2012-2014 Continuous Improvement Work Plan

Daniel R Cameron Elementary School

Garfield-Humboldt Elementary Network

1234 N Monticello Ave Chicago, IL 60651

ISBE ID: 150162990252118

School ID: 609835

Oracle ID: 22531

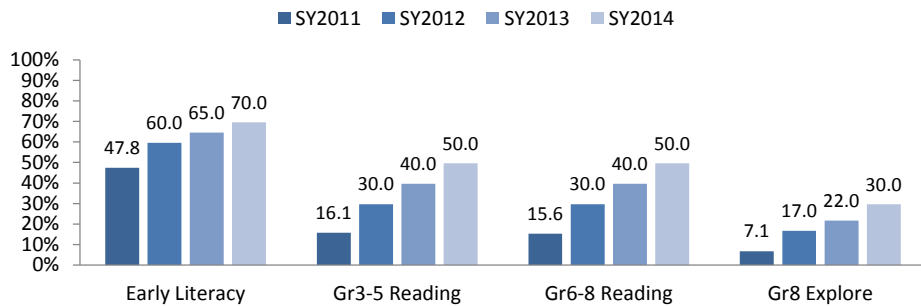CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission at Daniel R. Cameron Elementary is to ensure that students are college and career ready by meeting their needs academically, socially, and emotionally.
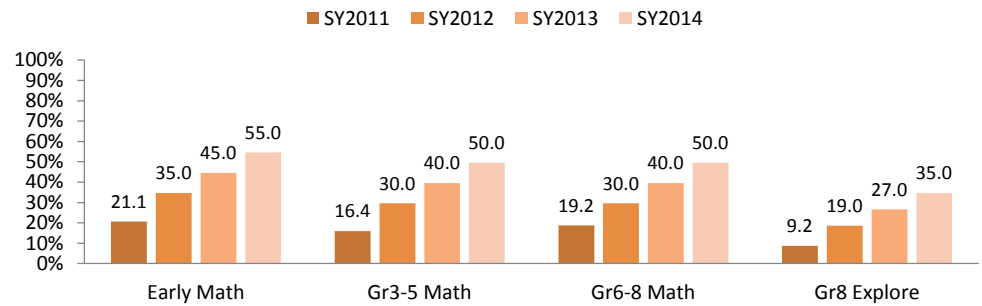
Strategic Priorities

1. Teachers will make data-driven instructional decisions and adjustments with support from an improved instructional coaching model and use a refined comprehensive assessment system that includes progress monitoring components.

2. Teachers provide all students with challenging and rigorous reading instruction aligned to the Common Core State Standards and supported by high-quality texts.

3. Teachers will unpack the Math CCCS to identify a subset of grade-level math skill benchmarks for students in grades 5th-8th, develop strategies to promote these benchmarks, and monitor students' progress in achieving these benchmarks.

4. Under the supervision of the admin and the literacy coordinator, the staff will collaborate to implement a comprehensive RtI process for literacy that includes multiple intervention options, planning support, and extensive progress monitoring.

5. Improve the engagement level of stakeholders within the community including families.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	47.8	60.0	65.0	70.0
Gr3-5 Reading	16.1	30.0	40.0	50.0
Gr6-8 Reading	15.6	30.0	40.0	50.0
Gr8 Explore	7.1	17.0	22.0	30.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	21.1	35.0	45.0	55.0
Gr3-5 Math	16.4	30.0	40.0	50.0
Gr6-8 Math	19.2	30.0	40.0	50.0
Gr8 Explore	9.2	19.0	27.0	35.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Daniel R Cameron Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Stephen Harden	Principal
Eboni McDonald	Assistant Principal
Edna Mercado	Lead/ Resource Teacher
Paola Ribero	ELL Teacher
Melissa Turner	Classroom Teacher
Jillian Estanich	Classroom Teacher
Nydia Assaf	Other
Rodrigo Paredes	Other
Ingry Diaz	LSC Member

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	47.8	60.0	65.0	70.0		**Early Math** % of students at Benchmark on mClass	21.1	35.0	45.0	55.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	16.1	30.0	40.0	50.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	16.4	30.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	31.3	53.0	60.0	67.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	34.7	51.0	60.0	70.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.6	30.0	40.0	50.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	19.2	30.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.0	56.0	65.0	72.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	33.5	54.0	60.0	70.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	7.1	17.0	22.0	30.0		**Explore - Math** % of students at college readiness benchmark	9.2	19.0	27.0	35.0

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.6	95.0	95.5	96.0		**Misconducts** Rate of Misconducts (any) per 100	153.9	60.0	50.0	40.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	55.8	66.0	70.0	75.0		**ISAT - Reading** % of students exceeding state standards	5.9	15.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	68.7	78.0	83.0	88.0		**ISAT - Mathematics** % of students exceeding state standards	10.3	20.0	28.0	36.0
ISAT - Science % of students meeting or exceeding state standards	56.6	66.0	68.0	74.0		**ISAT - Science** % of students exceeding state standards	3.6	12.0	20.0	28.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action* -->			**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Cameron has established minimum goals for Reading growth as measured by STEP and the F&P BAS for every student at or above grade level at 3 levels which equates to one year's growth. For students below benchmark, the goal is a minimum of 4 levels with apsirations of 5 or more to aggressively target the achievement gap. We have had multiple conversations internally about Consortium research that equates the achievement of STEP 12 by the end of 2nd grade with being on track for college readiness.	
	Principal Leadership -->			**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Whole staff professional development revolved around data-analysis and planning and reading curriculum vertical alignment. Teacher team meetings did not support vertical alignment as only solitary grade-levels met. Administration coaching sessions were not regular, and staff PD focused on students' needs, but rarely addressed teachers' needs in an individual or differentiated manner. The school has begun to develop a culture of college readiness that promotes college readiness with students and families. The school must find ways to link this ideal with goal-setting and monitoring for staff, students, and families. The school must also enlist the parent leaders in promoting this vision (PAC and BAC). Cameron implement a full calendar of family events and information	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Admin recruited ILT and non-ILT members to participate on the CIWP and FSD Committees. Admin considers teachers' strengths and find ways for them to take on leadership roles including heading specific committees. ILT is comprised of grade-level reps from every grade including the Special Education and Bilingual Depts. During grade-level/course team meetings, the grade-level rep facilitates joint-decision making processes and collaborative planning. More time must be allotted to the sharing of best practices by teacher leaders during whole staff PD sessions. The transition from TAP to a more traditional leadership structure eliminated some teacher leader positions whose roles were around sharing learning and expertise (i.e. 4 lead teachers, 8 mentor leaders, and the RtI Team).	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The school's ILT is assembled to be representative of the staff, but some sessions are interrupted by member absence, and the 1st grade rep resigned as was not replaced. ILT meetings focused primarily on performance management and largely ignored day-to-day operational issues/trouble-shooting and policy-making. ILT had limited input in developing, designing, and facilitating whole staff professional development. Teacher teams collaborated with admin to make grade-level specific adjustments, but these were rarely discussed during ILT due to the sheer number of teams. The flow from ILT to the following week's grade-level team meetings was often disjointed which limited the amount and effectiveness of two-way communication.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Grade level teams use data from STEP, F&P, AMAT, ASA, ARS-17, SCANTRON, MCLASS AND ISAT to identify trends, create instructional groups and target instruction for individual students.	

Date Stamp November 22, 2012

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Daniel R Cameron Elementary School

CHICAGO
PUBLIC
SCHOOLS | CPS

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	The school developed and revised a year-long plan for teaching reading comprehension skills. Grade levels have developed reading units of instruction aligned to the Illinois State Standards, but these need refinement, including an increase in text complexity. Nonfiction text was emphasized this year in grades 2nd-8th for approximately 2.5 months of instruction. Content teams collaborate for Math. Most teachers adhere to the pacing guides for math and science with fidelity. Bilingual teachers participate in collaborative planning sessions, and their students receive the same comprehension lessons. Instructional special education students do not consistently.	
	Instructional materials	-->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Every grade uses the appropriate CMSI Math and Science materials. ELLs have access to materials in Spanish as necessary. Every classroom has a lending library with leveled books for students to check out according to their independent reading level including bilingual and special education classrooms. We need better vertical and horizontal alignment to decrease unintended repetition of texts and to match monolingual and bilingual materials. No basal to align grade levels.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Currently, we only analyze Network/District Wide Assessments according to the PM schedule. Most tests are formative in anture and traditional paper-pencil and multiple choice. There are minimal accommodations and modifications in place for district and network tests. We need to implement a protocol to analyze collaborating student work samples as formative assessments as well.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Most teachers consistently display and communicate learning objectives to students daily. Many teachers use an abundance of lower-level questions as comprehension checks. Students are rarely asked to grapple with higher-level questions in most classes. Some teachers sequence lessons to scaffold students toward understanding of a larger goal or concept. Most teachers use the workshop model in reading and writing to move students to independence. In Math and Science, teachers follow prescribed pacing which often makes successful scaffolding for struggling students difficult.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school has a clearly defined RtI process that includes using student assessment data to identify students need additional supports (STEP, mCLASS, ASWD, F&P). Teachers share and discuss approaches for Tier II interventions informally. Tier III Interventions solidly in place for 1st-4th grade including push-in and pull out supports by trained ESPs or a certified teacher. These interventions are not not regularly monitored or adjusted systematically to the degree that they should be.	
Whole staff professional development	--->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	* Cameron does have focused literacy PD sessions for instructional staff that reinforce/support school and district priorities and best practices. * Exit slips/reflections must be consistently incorporated after each PD session. Data binders must be more tightly monitored and include all student data, meeting notes, and past/current agendas. * Weekly team meetings are embedded throughout the weekly schedule. We must also provide teachers with the opportunity to visit other peers. *Teams are learning to use protocols to structure team mtgs. *All SPED and/or ESL teachers not always included in Grade Level	

Professional Learning

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams* -->			**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	*Teams are learning to use protocols to structure team mtgs. All SPED and/or ESL teachers not always included in Grade Level mtgs. * Scheduled PD days were used for Units of Study and data analysis. The data analysis was used to create goals and small groups. We need to consistently analyze data weekly to plan for instruction. * As a school We do not consistently discuss progress monitoring data for students receiving Intervention * Teachers review Mclass, data wall, SCANTRON to higlight struggle and strength and share ideas for improvement	
	Instructional coaching -->			**1**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Admin is working to provide more consistent and immediate feedback following informal observations. There is informal support from peers for new teachers, but no formal protocol. Coaching support was focused on a small cohort of teachers. Need to implement a Peer Coaching Model for teachers to learn best practices from each other.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture* -->			3
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Cameron Motto has consistently emphasized college focus. All teachers represent their college on their classroom doors. College pennants posted throughout the halls of the school. Student Council is composed of 3rd-8th grade students.	
	Relationships -->			3
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Sped. students are assigned to homerooms and are grouped with their peers for enrichment classes, lunch, and recess. Over 50 students have been assigned mentors using and "Check In, Check Out", a 7th grade Restorative Justice program, the Check and Connect mentoring program for truant students, Open Book Buddies for struggling 3rd grade readers, WITS for 4th and 5th grade students, and the CH&A student leadership coordinator. Many teachers use enrichment, before school, after school or lunch times to build relationships with students. Evidence of lasting relationships with students that continue past graduation includes past graduates visiting and/or volunteering.	
	Behavior& Safety -->			2
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	School wide discipline norms exists; staff needs continued PD to ensure fidelity and implementation. Cameron All-Stars uses recognition to promote success-building behaviors. Student misconduct, particularly acts of violence, have decreased significantly. The percentage of students reporting feeling safe has continued to rise. We need to refine systems for transitions for restrooms, enrichment, etc. (ex. scheduled bathroom breaks for primary) to reduce hallway and stairway congestion.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations*** --->			**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Teachers use a variety of methods to introduce themselves and their expectations to families (Open House, parent letters, and calls home) during the first few weeks of school. Principal presents school performance data and expectations during several parent meetings held during the opening months of school and throughout the year. During teacher-parent conferences, teachers review current assessment data with parents including examples of satisfactory performance, next steps, and implications. 7th and 8th graders are supported throughout the high school research and application process including an onsite HS Fair, presentations by Cameron and HS staff, exposure to various brochures and other literature, and structured research periods.	
	Ongoing communication --->			**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Parents and staff connect during Open House, parent meetings throughout the year, family learning nights, and entrance and dismissal to facilitate two-way communication. Every staff member has to submit a weekly home connection logs documenting at least 10 contacts during the week.	
	Bonding --->			**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	*Some teachers invite parents into the classroom to participate in their child's learning, but there are not enough opportunities for parents to spend time in the classroom during the instructional day. *The principal supports the development of parent leadership by working with the PAC and BAC consistently. *Families are invited to award ceremonies and performances, but we need more opportunites for students to display their accomplishments and talents with more student performances.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Although the school does attempt to make social work referrals when necessary, there is limited effective communication between the staff and some of the agencies.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Cameron hosts an annual Career Day that exposes students to a variety of professions and professionals. Advisory periods for 6th-8th grade students has a high school and college exploration focus. We conduct an annual High School Fair on site.	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	*6th-8th grade students explore college admission requirements for high school graduates during advisory. *This year, we instituted the Saturday Honors Academy designed to challenge advanced students, but the school does not offer advanced courses officially (i.e. 8th Grade Algebra).	
Enrichment & Extracurricular Engagement	-->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Beginning in January 2012, there was a streamlined targeted academic program for students in grade 3-8. Beginning in March, the enrollment process allowed students to select programs according to their interests.	

N 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	***College & Career Assessments***	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Explore Exam for 8th grade students. 8th grade practice exam in February. 6th and 7th graders beginning practicing with the Cambridge EXPLORE Non-negotiable Skills books.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.		
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Students participate in shadow days for transitioning 5th to 6th graders and transitioning Pre-K to Kindergarteners. Outgoing teachers organize classes to ensure equitable distrubtion of students based on academic and social characteristics approved by admin.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Majority of discretionary resources used to reduce class size and provide additional supervision for lunch and recess. Other resources used to support student enrichment including afterschool programming and field trips. Significant resources used to purchase more high quality text and improve access to technology. All other discretionary funding is used for either academic or enrichment opportunities. The school conducted a fundraiser to acquire funds for a website upgrade, and many staff members actively pursue and win grants to fund educational or PD workshops (CFE, Summer Spanish residency, etc.).	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring process includes a thorough and rigorous multi-step interview. Many candidates are based on staff referrals. Cameron is a member of the CTPP grant in partnership with National Louis University and hosts pre-service and student teachers. Interview process does not always include a lesson demonstration. Administration actively recruits new teachers for ESP positions.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Schedule is designed to include 70 minutes of weekly collaboration time with teachers. Would like to include time for school-wide intervention block. Many students in grades 1st-4th have regularly scheduled intervention time where they work in a small group or individually with a trained staff member.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission at Daniel R. Cameron Elementary is to ensure that students are college and career ready by meeting their needs academically, socially, and emotionally.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will make data-driven instructional decisions and adjustments with support from an improved instructional coaching model and use a refined comprehensive assessment system that includes progress monitoring components.	Teachers are currently learning to use formative assessment data to make instructional decisions to increase the number of students meeting their growth targets in grades K-8th.
2	Teachers provide all students with challenging and rigorous reading instruction aligned to the Common Core State Standards and supported by high-quality texts.	To increase the percentage of students in grades K-8th that are reading at grade level, we must improve our ability to accelerate struggling readers and challenge performing readers.
3	Teachers will unpack the Math CCCS to identify a subset of grade-level math skill benchmarks for students in grades 5th-8th, develop strategies to promote these benchmarks, and monitor students' progress in achieving these benchmarks.	To increase the percentage of students in grades 5th-8th that are performing at or above grade level, we must ensure that students master particular developmental math benchmarks each year.
4	Under the supervision of the admin and the literacy coordinator, the staff will collaborate to implement a comprehensive RtI process for literacy that includes multiple intervention options, planning support, and extensive progress monitoring.	To decrease the number of students that are not making adequate progress or meeting academic benchmarks, we must improve our capacity to identify and intervene with struggling students.
5	Improve the engagement level of stakeholders within the community including families.	The home-school connection Cameron must ensure that students are supported in achieving their academic and emotional goals by increasing the number of parents that are aware of Cameron's Core Values and community.

CIWP

2012-2014 Continuous Improvement Work Plan

Daniel R Cameron Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers will make data-driven instructional decisions and adjustments with support from an improved instructional coaching model and use a refined comprehensive assessment system that includes progress monitoring components.	Teachers are currently learning to use formative assessment data to make instructional decisions to increase the number of students meeting their growth targets in grades K-8th.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and hire two Literacy Coordinators with extensive experience in coaching, supporting, and developing teachers and facilitating data –driven planning.	Staffing	All	Administration	Summer 2012	Summer 2012		
Review Network PM Schedule and identify days for the development and scoring of performance assessments.	Professional Development	All	ILT	Summer 2012	Summer 2012		
Refine our process for communicating within and without the ILT to provide all staff with a fully developed PM/PD schedule, provide ILT members with data in advance, share the ILT Meeting minutes, and improve two-way communication between the ILT and grade-level teams.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
Develop a peer coaching process and calendar aligned to the CPS Teaching for Learning Framework with a focus on literacy best practice.	Instruction	All	Administration, Literacy Coordinators	Summer 2012	Summer 2012		
Implement quarterly peer observation cycles that include debriefs with observed teachers and admin.	Instruction	All	Administration, Literacy Coordinators	Quarter 1	Quarter 4		
Set schedule for reading progressing monitoring.	Instruction	All	Administration, Literacy Coordinators	Summer 2012	Summer 2012		
Monitor reading progress monitoring results every 5 weeks to report to ILT and schedule data talks with individual teachers as necessary	Instruction	All	Administration, Literacy Coordinators	Quarter 1	Quarter 4		
Assign inexperienced and less effective teachers to literacy coordinators for intensive coaching cycles.	Instruction	All	Administration, Literacy Coordinators	Summer 2012	Quarter 4		

Strategic Priority 1

Every teacher will develop an individual growth plan aligned to the CPS Teaching for Learning Framework with a focus on literacy, and best practice in multiple disciplines.	Instruction	All	Administration, All Teachers	Quarter 1	Quarter 4		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers provide all students with challenging and rigorous reading instruction aligned to the Common Core State Standards and supported by high-quality texts.	To increase the percentage of students in grades K-8th that are reading at grade level, we must improve our ability to accelerate struggling readers and challenge performing readers.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and hire two Literacy Coordinators with CCCS experience/exposure.	Staffing	All	Administration	Summer 2012	Summer 2012		
In each classroom, conduct an audit of existing texts aligned to the CCSS and purchase supplemental high-quality texts, including materials for ELL students and special education instructional setting classrooms.	Instructional Materials	All	Administration, All Teachers	Summer 2012	Quarter 2		
Identify and purchase a high-quality basal series for grades K-8th and provide teachers PD opportunities on using the purchased materials effectively.	Instructional Materials	All	Administration, All Teachers	Summer 2012	Quarter 1		
Distribute and review District/Network developed CCCS Literacy curriculum maps and other documents.	Instructional Materials	All	Administration, All Teachers	Summer 2012	Summer 2012		
Administrators, literacy coordinators, teacher leaders, and Network personnel will deliver CCCS PD to each grade band during the opening in-service days.	Professional Development	All	ILT	Summer 2012	Summer 2012		
Review Network PM Schedule and identify days for collaborative CCSS Literacy planning and the development and scoring of performance assessments.	Professional Development	All	ILT	Summer 2012	Summer 2012		
Review CCCS Literacy units during ILT quarterly to promote refinement and vertical alignment.	Professional Development	All	ILT	Quarter 1	Quarter 4		
Use grade-level meetings for collaborative unit planning aligned to the CCCS.	Professional Development	All	ILT	Quarter 1	Quarter 4		
Use CSI and 21st Century funding to develop after school and Saturday programming that features highly qualified teachers providing high-quality instruction, particularly in reading.	After School/ Extended Day	All	Administration, CH&A Program Coordinator	Quarter 1	Quarter 4		

Strategic Priority 2

Purchase computers to create an Annex Computer Lab and create a schedule for regular use by all classes for the purposes of conducting research, developing reports, and using the Achieve 3000 instructional reading software.	Equipment/ Technology	All	Administration	Quarter 1	Quarter 4		
Create a schedule for regular use of the four laptop carts to ensure that students in grades 3rd-8th have additional opportunities to conduct research and use the Achieve3000 and Study Island software packages.	Equipment/ Technology	All	Administration	Quarter 1	Quarter 4		

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers will unpack the Math CCCS to identify a subset of grade-level math skill benchmarks for students in grades 5th-8th, develop strategies to promote these benchmarks, and monitor students' progress in achieving these benchmarks.	To increase the percentage of students in grades 5th-8th that are performing at or above grade level, we must ensure that students master particular developmental math benchmarks each year.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
5th-8th Math teachers will unpack the Math CCCS to conduct a crosswalk of 5th grade EDM, CMP, and the IAFs to identify gaps in our instructional programs.	ILT/ Teacher Teams	All	Assistant Principal, 5th-8th Math Teachers	Summer 2012	Quarter 2		
Teachers will identify a subset of CCCS grade-level math skill benchmarks for students in grades 5th-8th and develop strategies to promote these benchmarks during collaborative planning sessions during non-PM team meetings.	Instruction	All	Assistant Principal, 5th-8th Math Teachers	Summer 2012	Quarter 4		
Teachers will monitor students' progress in achieving these benchmarks quarterly by administering and scoring a quarterly performance assessment.	Instruction	All	Assistant Principal, 5th-8th Math Teachers	Quarter 1	Quarter 4		
The Math Team, led by AP McDonald, will analyze students' assessment data (including AMAT and performance tasks) using the data analysis protocols according to the PM Schedule.	Instruction	All	Assistant Principal, 5th-8th Math Teachers	Quarter 1	Quarter 4		
The Math Team led by AP McDonald, will use identified strengths and weaknesses to develop targeted growth plans for specific students and specific whole class skills for reteaching. Plan implementation will be monitored by AP McDonald.	Instruction	All	Assistant Principal, 5th-8th Math Teachers	Quarter 1	Quarter 4		
Teachers will identify and assign quarterly Study Island study courses to reinforce selected skills. AP McDonald will review lesson plans and Study Island to data to ensure effective use of this resource.	Instruction	All	Assistant Principal, 5th-8th Math Teachers	Quarter 1	Quarter 4		
Conduct a curriculum review during the August Open House events that presents the identified grade-level benchmarks and expectations to parents.	Parental Involvement	All	All Teachers	Quarter 1	Quarter 1		

Strategic Priority 3

Conduct a mid-year Family Math Night to share specific instructional strategies with parents.	Parental Involvement	All	All Teachers	Quarter 2	Quarter 2		
Conduct 2 "Bring Your Parent to Math Class" days to have parents participate in a strategically selected Everyday Math or Connected Math lesson to improve their capacity to support their students.	Parental Involvement	All	All Teachers	Quarter 2	Quarter 4		

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Under the supervision of the admin and the literacy coordinator, the staff will collaborate to implement a comprehensive RtI process for literacy that includes multiple intervention options, planning support, and extensive progress monitoring.	To decrease the number of students that are not making adequate progress or meeting academic benchmarks, we must improve our capacity to identify and intervene with struggling students.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish an RtI Management Team that includes the literacy coordinator, principals, bilingual lead teacher, and counselor/case manager.	Other	All	Administration	Summer 2012	Summer 2012		
Create schedule for monthly meetings of the RtI Management Team.	Other	All	Administration	Summer 2012	Summer 2012		
Revise the Cameron RtI Process by establishing clear guidelines for beginning the process (i.e. moving to Tier II).	Other	All	RtI Management Team	Summer 2012	Summer 2012		
Revise the Cameron RtI Process by establishing a streamlined catalog of resources for selecting interventions.	Other	All	RtI Management Team	Summer 2012	Summer 2012		
Revise the Cameron RtI Process by establishing clear guidelines for moving tiers.	Other	All	RtI Management Team	Summer 2012	Summer 2012		
Revise the Cameron RtI Process by establishing improved procedures for tracking interventions.	Other	All	RtI Management Team	Summer 2012	Summer 2012		
Revise the Cameron RtI Process by establishing process for prioritizing and scheduling Tier IV meetings in a more timely fashion.	Other	All	RtI Management Team	Summer 2012	Summer 2012		
Establish meeting times for regular collaboration between teachers and their assigned member of the RtI Management Team.	Other	All	RtI Management Team	Quarter 1	Quarter 1		
Conduct 1st quarter RtI Review to determine successes, struggles, and procedural improvements.	Other	All	RtI Management Team	Quarter 1	Quarter 1		
Conduct 2nd quarter RtI Review to determine successes, struggles, and procedural improvements.	Other	All	RtI Management Team	Quarter 2	Quarter 2		
Conduct 3rd quarter RtI Review to determine successes, struggles, and procedural improvements.	Other	All	RtI Management Team	Quarter 3	Quarter 3		

Strategic Priority 4

Conduct 4th quarter RtI Review to determine successes, struggles, and procedural improvements.	Other	All	RtI Management Team	Quarter 4	Quarter 4		

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Improve the engagement level of stakeholders within the community including families.	The home-school connection Cameron must ensure that students are supported in achieving their academic and emotional goals by increasing the number of parents that are aware of Cameron's Core Values and community.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Refine the Cameron Kick-off to include mandatory parental participation and orientation elements.	Parental Involvement	All	Administration, CH&A Family Leadership Coordinator, CH&A Program Coordinator, PAC, BAC	Summer 2012	Summer 2012		
Establish, advertise, implement, and track the attendance of a calendar of monthly family events (both during and after school), including Open House and Family Literacy Night.	Parental Involvement	All	Staff Committees, CH&A Family Leadership Coordinator, CH&A Program Coordinator, PAC, BAC	Summer 2012	Quarter 4		
Implement two staff neighborhood tours (August and April) to promote our mission and vision, to promote school events, and to improve the school-home connection.	Parental Involvement	All	Administration, All Teachers, All ESPs	Summer 2012	Quarter 3		
Require all staff members to maintain weekly home connection logs with a minimum of 10 contacts per week. Clerk monitors weekly and reports to Principal.	Other	All	Administration, All Teachers, Clerk	Quarter 1	Quarter 4		
Develop a cohort of parent volunteers that have specific performance expectations, receive specific training, and have set schedules.	Parental Involvement	All	Administration, CH&A Family Leadership Coordinator, CH&A Program Coordinator, PAC, BAC	Quarter 1	Quarter 1		

Strategic Priority 5

Establish a Home Visit Team including guidelines for making referrals.	Parental Involvement	All	Administration, Home Visit Team	Quarter 1	Quarter 4		
Parent leadership groups (with facilitation from the CH&A Family Leadership Coordinator) will develop and implement a survey to assess Title I parents interests in a variety of educational topics.	Parental Involvement	All	Administration, CPU Committee, CH&A Family Leadership Coordinator, CH&A Program Coordinator, PAC, BAC	Quarter 1	Quarter 1		
Collaborate with community partners to develop and implement Cameron Parent University (CPU) to offer parents a variety of enrichment and educational opportunities.	Parental Involvement	All	Administration, CPU Committee, CH&A Family Leadership Coordinator, CH&A Program Coordinator, PAC, BAC	Quarter 2	Quarter 4		
Recruit parents and local professionals to participate as presenters for the Cameron Career Day.	Parental Involvement	All	Administration, CH&A Family Leadership Coordinator, CH&A Program Coordinator, PAC, BAC	Quarter 4	Quarter 4		