Daniel R Cameron Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Eboni McDonald	Assistant Principal	emmcdonald@cps.ed	Has access
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Lahnna Addington	Teacher	lrkaplan@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/28/2020	CIWP Team	SEF Framework Survey
02/04/2020	CIWP Team	Critical Areas

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

- 2 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 2 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **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 3 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**:
- 2 - 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 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 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 4 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 2 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 4 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 2 Improve and promote assessment literacy
  - o 3 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)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 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)
- 3 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 3 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 3 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 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 1 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 2 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 4 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 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 1 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 1 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 1 Authentically interact with community and civic leaders
  - o 1 Engage with their community
  - o 1 Take informed action where they work together to propose and advocate for solutions
  - o 1 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 2 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 2 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 2 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 3 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 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 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 4 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
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**4**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**3**
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: Transitions, College & Career Access, & Persistence	**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: Supportive and Equitable Approaches to Discipline	**0**

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	NWEA LITERACY attainment for Diverse Learners
Root Cause 1	Insufficient planning time for sped and gen ed teachers
Area of Critical Need 2	NWEA MATH attainment for Diverse Learners

Root Cause 2	Insufficient planning time for sped and gen ed teachers
Area of Critical Need 3	NWEA Literacy Growth for African American Males
Root Cause 3	Limited use of curriculum and resources that are standards based, addresses instructional gaps and is culturally relevant
Area of Critical Need 4	NWEA Math Growth for Diverse Learners
Root Cause 4	Insufficient planning time for sped and gen ed teachers
Area of Critical Need 5	% of Students Meeting/Exceeding Norms (SQRP)

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 Attainment G2-8 (Reading) Students with IEP's underperforming all subgroups	Overall		54.00	58.00
	Students with IEPs		17.00	25.00
Vision: NWEA Attainment G2-8 (Math) Students with IEP's underperfomring all subgroups	Students with IEPs		13.00	17.00
	Overall		51.00	55.00
Vision: NWEA Growth G3-8 (Reading) African American Males underperfomring all subgroups	African American Male		48.00	52.00
	Overall		57.00	63.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Students with IEP's underperforming all subgroups	Overall		56.00	62.00
	Students with IEPs		43.00	47.00

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 Growth G3-8 (Math) Students with IEP's underperforming all subgroups	Overall		50.00	55.00

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	Develop a quality, vertically aligned literacy curriculum based on the current scope and sequence for each grade level that includes (1) texts and other resources that are culturally relevant, diverse, and CCSS-aligned, (2) a variety of assessment resources such as technology based platforms, skills review, formative and summative assessments, etc., (3) intentional arts integration, and (4) differentiation options,
Then we see...	teachers providing high quality literacy instruction with an increase in student engagement
which leads to...	an increase of 18% of students at or above national attainment in grades 2-8 from 50% to 68% by the end of year 2022.
Budget Description	1) Time-1-1 1/2 hours additional each week to research, adopt, gather resources, supplement, align,etc. 2) Extended Day pay for participating teachers beyond the school day 3) on-going PD focused on training for adopted literacy resources and arts integration
Tags	Curriculum, Arts Education: Artistic Literacy, Arts Education: Authentic Arts Integration, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-

	Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	• (Not started) Ongoing curriculum planning meetings by grade level teams including "Deep Dives" into current curriculum and resources and vertical-alignment planning meetings Tags:Arts Education: Authentic Arts Integration, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Not started) Ongoing arts integration professional development for all arts and non-arts staff Tags:Arts Education: Authentic Arts Integration, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Literacy: Key Practice #4-Authentic Learning Experiences

Strategy 2

If we do...	Vertically align Go Math and Connected Math Curriculum to include skills checks, skills practice, math warm-ups, math talks, skills review, formative quick checks, modifications, accommodations and other differentiation options for 3rd-8th grade Diverse Learners and Tier 2 and 3 Math MTSS students
Then we see...	an increase in student engagement with grade level standards instruction and more systematic instructional level skills practice
which leads to...	an increase of at least 20% of students with IEP's at or above the national attainment in 3rd-8th grade from 9.09% to 29.09% by the end of the year 2022 as measured by NWEA-MAP SQRP Metrics.
Budget Description	Time: - Quarterly unit planning with gen-ed and special education resource teacher - Schedule intensive intervention periods for Tier 3 students - Dedicate 2 math team meetings a month on training for web based tools and best practice routines for diverse learners Budget: - Renew MobyMax and BlueStreak subscriptions
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams, Math: Curriculum, Math: Equitable Access
Action steps	• (Not started) 1-Deep dive data analysis of NWEA data to establish differentiation at Tiers 2 and 3 for each grade level Tags:Assessment: Monitoring Student Learning to Support Growth, Math: Curriculum

	• (Not started) 2-Quarterly Vertical Alignment curriculum planning sessions for grade level groupings including gen ed and DL teachers to map math standards aligned to curriculum (Go Math and CMP3). Tags:Math: Curriculum • (Not started) 3-Implement small group differentiated Math instruction for diverse learners in grades 1-8 with daily extra dosage. Tags:ODLSS: Instructional Quality, Math: Equitable Access • (Not started) 4-Implement small group differentiated Math instruction with weekly extra dosage for Tier 2 and 3 students in grades 2-8. Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, Math: Equitable Access

Strategy 3

If we do...	Refine the MTSS process to include: (1) Ongoing professional development for general education and special education teachers around team teaching, intervention strategies, and progress monitoring, (2) The creation of individual student schedules that are flexible to account for targeted students? needs, (3) Matching students? need to the expertise on Tier 2 and Tier 3 Literacy intervention strategies of all teaching and paraprofessional staff, and (4) Conducting fidelity checks around the use of common intervention resources and progress monitoring tools.
Then we see...	regularly scheduled intensive literacy intervention for all targeted students implemented by highly trained staff using common intervention resources and progress monitoring tools
which leads to...	an increase from 13% and 34% to at minimally 20% and 40% respectively for diverse learners and African American males (which comprise of the majority of Tier 2 and 3 students) as measured by NWEA/MAP Attainment for school year ending in 2022.
Budget Description	
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring
Action steps	• (Not started) MTSS Care Team along with special education staff communicate clearly defined school-wide MTSS procedures, expectations and monitoring policies. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership

	- (Not started) Admin and teachers collectively adopt platforms/resources for school-wide intervention instruction and progress monitoring. [This may mean adopting resources currently in-house or purchasing new materials/subscriptions.] Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership - (Not started) Provide regular, on-going professional development for all K-8 Literacy teachers and support staff around the use of adopted resources and tools. Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership - (Not started) Create flexible student instructional schedules and resource schedules that include time allocated for school-wide intervention blocks for 4th-8th graders and walking reading and math for K-3rd graders. Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership - (Not started) Establish and implement schedule for student progress monitoring and fidelity checks. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership

Strategy 4

If we do...	Refine our infrastructure of communication and decision-making to ensure that it is more inclusive and more transparent, and such that it elevates student voices
Then we see...	an improved school climate and culture marked by (1) an increase in student ownership and commitment to learning, (2) more student engagement in class and extracurricular activities, and (3) an increased in students' sense of belonging
which leads to...	improved student outcomes on district assessment measures, attendance rates, on-track rates, and the 5Essentials survey for the school years 2021 and 2022.
Budget Description	
Tags	Relational Trust, Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, Family & Community Engagement, OSEL: Supportive Classroom Environment, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Inclusive decision-making, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, SSCE: Student Leadership
Action steps	- (Not started) Launch a Student Advisory Committee comprised of three students from each grade level (6-8), teachers, and administrators that meets bi-weekly to

	address school wide issues pertaining to school culture, and community concerns, and to plan and execute school-wide campaigns/events/celebrations. Tags:Student Voice, Engagement, and Civic Life, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Inclusive decision-making, SSCE: Informed Action: Project-based learning or Service Learning • (Not started) In partnership with the Student Advisory Council, develop and implement a calendar of school-wide events that are focused on academic, social-emotional, and community needs (ex. Honor Roll and attendance celebrations, goal -setting meetings, on-track meetings, dances, parent learning nights, etc.). Tags:Student Voice, Engagement, and Civic Life, SSCE: Community Engagement, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Inclusive decision-making, SSCE: Student Voice, SSCE: Student Leadership • (Not started) Expand curricular options by providing teachers with professional development around arts integration and adopting resources from the Department of Social Science and Civic Engagement to include in Social Science, Literacy, and Enrichment Classes to: (1) Improve students' understanding of their African-American and Latino heritage, (2) Provide students with rigorous study of civics and activism, and (3) Provide students with arts integration opportunities around self-expression. Tags:Instruction, Student Voice, Engagement, and Civic Life, Arts Education: Authentic Arts Integration, Arts Education: Community and Career Connections (F/PA #6), Arts Education: Embedding the Arts School-Wide, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Community Based Learning

Action Plan

Strategy 1

Ongoing curriculum planning meetings by grade level teams including "Deep Dives" into current curriculum and resources and vertical-alignment planning meetings

Aug 03, 2020 to Jun 17, 2022 - Classroom teachers, principals, special education teachers, bilingual support teachers

Ongoing arts integration professional development for all arts and non-arts staff

Aug 03, 2020 to Jun 17, 2022 - Classroom teachers, principals, special education teachers, bilingual support teachers

Strategy 2

1-Deep dive data analysis of NWEA data to establish differentiation at Tiers 2 and 3 for each grade level

Aug 24, 2020 to Oct 02, 2020 - Classroom teachers, DL teachers, specialists

2-Quarterly Vertical Alignment curriculum planning sessions for grade level groupings including gen ed and DL teachers to map math standards aligned to curriculum (Go Math and CMP3).

Aug 24, 2020 to Jun 18, 2021 - Classroom teachers, DL teachers, specialists

3-Implement small group differentiated Math instruction for diverse learners in grades 1-8 with daily extra dosage.

Sep 08, 2020 to Jun 18, 2021 - Classroom teachers, DL teachers, specialists

4-Implement small group differentiated Math instruction with weekly extra dosage for Tier 2 and 3 students in grades 2-8.

Oct 05, 2020 to Jun 18, 2021 - Classroom teachers, DL teachers, specialists

Strategy 3

MTSS Care Team along with special education staff communicate clearly defined school-wide MTSS procedures, expectations and monitoring policies.

Aug 24, 2020 to Oct 02, 2020 - Admin; MTSS team, special education teachers

Admin and teachers collectively adopt platforms/resources for school-wide intervention instruction and progress monitoring. [This may mean adopting resources currently in-house or purchasing new materials/subscriptions.]

Jul 01, 2020 to Aug 28, 2020 - Admin, MTSS team, general education and sped teachers

Provide regular, on-going professional development for all K-8 Literacy teachers and support staff around the use of adopted resources and tools.

Aug 24, 2020 to Jun 25, 2021 - Admin, teachers, support staff

Create flexible student instructional schedules and resource schedules that include time allocated for school-wide intervention blocks for 4th-8th graders and walking reading and math for K-3rd graders.

Aug 24, 2020 to Oct 16, 2020 - Admin

Establish and implement schedule for student progress monitoring and fidelity checks.

Jul 01, 2020 to Jun 18, 2021 - Admin, CARE Team, ILT

Strategy 4

Launch a Student Advisory Committee comprised of three students from each grade level (6-8), teachers, and administrators that meets bi-weekly to address school wide issues pertaining to

school culture, and community concerns, and to plan and execute school-wide campaigns/events/celebrations.

Sep 14, 2020 to Jun 18, 2021 - Administrators, teachers and counselors

In partnership with the Student Advisory Council, develop and implement a calendar of school-wide events that are focused on academic, social-emotional, and community needs (ex. Honor Roll and attendance celebrations, goal -setting meetings, on-track meetings, dances, parent learning nights, etc.).

Sep 14, 2020 to Jun 18, 2021 - Administrators, teachers, and counselors

Expand curricular options by providing teachers with professional development around arts integration and adopting resources from the Department of Social Science and Civic Engagement to include in Social Science, Literacy, and Enrichment Classes to: (1) Improve students' understanding of their African-American and Latino heritage, (2) Provide students with rigorous study of civics and activism, and (3) Provide students with arts integration opportunities around self-expression.

Aug 24, 2020 to Jun 18, 2021 - Literacy Teachers, Admin, and Enrichment teachers

Fund Compliance

ESSA Program

[X]

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.

[ ]

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.

The number of students scoring at or above grade level in Reading and Math has become stagnant. The percentage of students meeting or exceeding their growth targets in Reading and Math stagnated as well. The African-American Male and Diverse Learner subgroups did not make adequate process on NWEA and IAR, and their attendance and On-Track rates did not meet expected levels.

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

Develop a quality, vertically aligned literacy curriculum based on the current scope and sequence for each grade level that includes (1) texts and other resources that are culturally relevant, diverse, and CCSS-aligned, (2) a variety of assessment resources such as technology based platforms, skills review, formative and summative assessments, etc., (3) intentional arts integration, and (4) differentiation options.

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.

Vertically align Go Math and Connected Math Curriculum to include skills checks, skills practice, math warm-ups, math talks, skills review, formative quick checks, modifications, accommodations and other differentiation options for 3rd-8th grade Diverse Learners and Tier 2 and 3 Math MTSS students.

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).

Refine the MTSS process to include: (1) Ongoing professional development for general education and special education teachers around team teaching, intervention strategies, and progress monitoring, (2) The creation of individual student schedules that are flexible to account for targeted students? needs, (3) Matching students? need to the expertise on Tier 2 and Tier 3 Literacy intervention strategies of all teaching and paraprofessional staff, and (4) Conducting fidelity checks around the use of common intervention resources and progress monitoring tools. Revision of school-wide MTSS implementation to ensure all T2, T3, and special education interventions are research-based, and to ensure that progress monitoring is consistent and implemented with fidelity.

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

Serve as site for student teachers. Involve current staff in the recruitment and interview process.

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.

Full year PD schedule includes workshops led by admin, staff, and partners on topics that support the CIWP Priorities. Schedule includes 3.5 days in August, PD Days in November and February, monthly staff meetings, and weekly team meetings (principal-directed meetings).

Strategies to increase parent involvement, such as family literacy services.

During Open House, Family Learning Nights, and parent conferences teachers will provide parents with resources to help improve and/or enrich their child's
education.

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.

Pre-K and K teachers meet to plan vertically to ensure continuity of early phonics and numeracy learning.

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.

Teachers participated in the development of and voted to approve the school assessment plan.

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.

Refine the MTSS process to include: (1) Ongoing professional development for general education and special education teachers around team teaching, intervention strategies, and progress monitoring, (2) The creation of individual student schedules that are flexible to account for targeted students? needs, (3) Matching students? need to the expertise on Tier 2 and Tier 3 Literacy intervention strategies of all teaching and paraprofessional staff, and (4) Conducting fidelity checks around the use of common intervention resources and progress monitoring tools. Revision of school-wide MTSS implementation to ensure all T2, T3, and special education interventions are research-based, and to ensure that progress monitoring is consistent and implemented with fidelity.

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.

The Cameron Admin Team meets regularly with the Cameron Counseling Team to ensure that all social service partners, programming, and initiatives are aligned.

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 Cameron Title I Parent Advisory Committee (PAC) will meet monthly to develop parental involvement strategies. The PAC officers will meet frequently with Principal Harden, AP Mercado, and Parent Leadership Coordinators to assess needs and refine plans, and both parent members of the CIWP team will also be included.

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

Title I Annual Meeting: Friday, September 26, 2020, 8:30a.
Title I PAC Organizational Meeting: Friday, September 26, 2020, 9:00a.

In addition to monthly PAC Meetings, the principal will send home a monthly newsletter and implement an open-door policy to increase the availability of information.

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 principal will maintain an open door policy for parents, and will solicit questions and suggestions at monthly LSC and PAC meetings. The PAC Officers will work with AP Mercado and Parent Leadership Committee to use parent input to set future agendas of the monthly PAC Meetings and mad adjustments to the workshop schedule as needed.

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.

During the Cameron Open House in September, 2019, Principal Harden will apprise parents of our curricula updates, assessment tools, and 2020 school goals. Principal Harden will address key components of the education program at each family event as well. School will send home reports after each administration of district assessment as well as On-Track reports every 5 weeks. Each student will receive a parent report of last year's NWEA scores to take home to parents during October. Parents will also receive IAR reports and ACCESS reports (for students serviced by the Bilingual program).

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.

The school will provide written notice via US Mail to parents of students with NHQ teachers.

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.

In addition to Family Literacy Night, Family Science Night, and Family Math Night, classroom teachers will send home monthly or quarterly newsletters that give parents specific information about their children's current performance and specific suggestions for working with their children at home. Specific assessment dates and data will be posted on the Cameron website and in the entrance of the building on a Data Wall that identifies the school's academic achievement status.

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.

During the Family Nights and Cameron Parent University workshops, parents will receive hands-on training from certified teachers and other providers on techniques for promoting the literacy, scientific understanding, emotional development, and mathematical understanding of their students' curricula.

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.

During August Opening PD, Principal Harden will review best practices for engaging parents and developing effective school-partnerships. This year, teacher-parent contact will focus on developing parents' capacity to support remote learning.

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.

Cameron will continue to support all Pre-K parent involvement initiatives. Cameron will also develop and implement a campaign to promote pre-literacy
activities that will begin during second quarter of school year 2018-2019 and continue into SY 2019-2020.

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.

All parent communication sent home and posted will be written in both English and Spanish. We will use Remind and email which both provide Spanish translation. Our school website has a Spanish translation button as well.

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.)

We empower students to use their creativity to inspire and impact their community and the world. Cameron will remain a trusted partner in our community because we?ve set a foundation for a school that feels like home. As we look toward the future, we envision our students as leaders and our school as their platform. Through the fine arts, our students will learn to embrace their personal gifts and use expression and the spirit of performance to transfer ideas into tangible products. As we facilitate high standards for learning that capture their interests and challenge their gifts, students will learn to love the process. When they leave us, using the tools that we?ve given them, they will see barriers as opportunities to create changes that foster opportunities for others in their community and the world in which we live. Cameron will implement a balanced literacy curriculum and math and science curricula that are aligned with CCSS and NGSS standards respectively. Cameron will also implement a MTSS process for students that are significantly below standards in reading and/or math or whose social-emotional being impacts their learning negatively.

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.

Parent conferences will be held on scheduled conference days for the 1st and 3rd quarters along with mandatory 2nd quarter conferences for select students in grades 3,6, 7, and 8. Conferences may need to be held virtually.

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

In addition to regular phone calls, parents will receive informal ON-TRACK/OFF-TRACK notices and formal progress reports after weeks 5, 15, 25, and 35, and report cards after weeks 10, 20, 30, and 38. Parents will also have access to the Gradebook Parent Portal allowing them to track their children's grades in real time.

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

Parents will be able to schedule conferences during teacher prep time, before and/or after school.

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 interested in volunteering will participate in an orientation, complete the CPS Volunteer Packet, and work with AP Mercado to develop a schedule.

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

During Open House, Family Learning Nights, and parent conferences, teachers will provide parents with resources to help improve and/or enrich their children's education.

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

During monthly PAC Meetings, Principal Harden will make a report and hold a Q & A session (schedule permitting). Parents will be able to make specific suggestions as well.

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 in the upper grades will form a representative student voice committee. Students will participate in regular incentives and competitions promoting attendance and academics. Students will all engage in daily SEL curricula at each grade level, students will take ownership of their parent teacher conference using school created protocol that includes goal setting and is aligned to Cameron Core Values.

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.

Monthly PAC Meetings
Year-long ESL and GED classes for parents

Workshop Series: Raising a Healthy Family (various topics on nurturing the physical, mental, and emotional health of children and adults, including self-care)

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

Account(s)

Description

Allocation

Account	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.	$1500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1000.00
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)	$1500.00
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.	$1284.00