



## Title I School-Wide Improvement Plan

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>	910-947-2976
<b>School Name</b>	Cameron Elementary School	<b>Number:</b>	910-245-7814
<b>School Address:</b>	2636 NC Hwy 24/27 Cameron, NC 28326		
<b>Plan Year(s):</b>	2013-14		
<b>Date prepared:</b>	09/08/14		
<b>Principal Signature:</b>			Date
<b>Local Board Approval Signature:</b>			Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Sloan Browning		
Assistant Principal	LoriSue Driessen		
Instructional Coach/Chairperson	Mary Wannall		
Teacher/RI	Sharon Shirer		
Teacher/K	Dawn Lanier		
Teacher/Media	Lori Paulus		
Teacher/SLP	Lindsey Honey		
Teacher/2	Pam Gaddy		
Teacher/4	Dana Wyckoff		
Parent	Tina Kinlaw		
Parent	Jason Meeds		

## School Data And Summary Analysis - Component 1 Needs Assessment

Use data identified in your **comprehensive needs assessment** for the basis for understanding the school and identifying priority areas for improvement.

<b>Demographic Profile 2013-2014</b>		
<b>Students</b>	<b>Numbers</b>	<b>Percentages</b>
Male	134	53.17
Female	118	46.83
White	185	73.41
Black	23	09.13
Hispanic/Non-Hispanic	26	10.32
Hawaiian/Am. Indian	0	0
Multi-racial	10	03.97
AIG	5	01.99

<b>Free/Reduced Lunch Profile 2013-2014 Percentage:</b>		
<b>Total Students</b>	<b>Reduced Students</b>	<b>Free Students</b>
252	13	134

1. What does the analysis tell you about your school's strengths?
2. What does the analysis tell you about your school's gaps or opportunities for improvement?
3. What data is missing and how will you go about collecting this information for future use?
4. Based upon the analysis conducted, what 3-4 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

## School Improvement Plan

School: Cameron Elementary School

Principal: Sloan E. Browning

<b>Pathway:</b> <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Assessment for Learning	<b>Current Growth Stage:</b> <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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**What data provides evidence of current growth stage?**

- Based on End-of-Year 2013-14, 70% of students in K-3 were proficient in reading as reported by mCLASS TRC Proficiency.
- Based on End-of-Year 2013-14, 45% of students in grades 3-5 were proficient in reading as reported by the SRI Proficiency Summary Report.

**Annual Objective:**

At the end of the 2014-15 school year, 75% of all students will be proficient in reading as reported by mCLASS TRC (K-3) and Scholastic Reading Inventory (grades 3-5).  
 At the end of the 2014-15 school year, 80% of all students (K-5) will meet their individual growth goals.

**Mid Year Target:**

By MOY, 65% of students in grades 3-5 will be proficient or advanced in reading as reported by SRI data and 65% of K-3 students will be proficient as measured by TRC Proficiency data in mCLASS.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Administer and review formative assessments including M Class, Scholastic Reading Inventory and Scholastic Reading Counts so that we can identify at risk students and monitor their progress to provide targeted instruction.	Certified staff members.	M Class Assessment kits, progress monitoring materials, data monitoring during professional development sessions, Scholastic Reading Inventory, Scholastic Reading Counts	Sloan Browning Mary Wannall	M Class data reports, progress monitoring data and student achievement. SRI and SRC data reports. Lesson plans and data tracking charts. School-wide data wall.	Sept. 18, 2014 Jan. 30, 2015 May 15, 2015	June 4, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Establish individual student reading goals so that reading progress can be monitored throughout the year.	Certified staff members.	Student SRI lexile framework reading map that tracks student reading progress. Scholastic Reading Counts (software). Open access to media center. Reading Incentive Programs including One School One Book.	Lori Paulus	Data from the reading maps, media circulation reports, SRI growth summary reports.	Sept. 18, 2014 Jan. 30, 2015 May 15, 2015	June 4, 2015	
.Monitor PEP's quarterly so that at risk students including third graders impacted by the "Read to Achieve" legislation are identified and are receiving appropriate interventions such as LLI, System 44 and Reading Plus as required by the RTI model.	Certified staff members.	PEP's, research-based interventions such as Reading 3D (M Class), LLI, System 44 and Reading Plus.	Kristin Garner Amber Morton, and Sharon Shirer	Progress monitoring data, PEP's, summary reports from M Class, System 44, Reading Plus and LLI data. SST meeting minutes/referrals	Sept. 18, 2014 Jan. 30, 2015 May 15, 2015	June 4, 2015	

## School Improvement Plan

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**Principal:** Sloan E. Browning

<b>Pathway:</b> <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Assessment for Learning	<b>Current Growth Stage:</b> <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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**What data provides evidence of current growth stage?**

As reported by the Value Added Summary Report, the End of Grade mathematics results yield a -5.4 gain in grade 4 and a 1.1 gain in grade 5.

**Annual Objective:**

Cameron Elementary students will meet all requirements for proficiency and growth.

**Mid Year Target:**

By February 27, 80% of students in grades 3-5 will receive an 80% or higher on math benchmark assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will implement the 8 Mathematical Practices into daily math instruction.	All regular ed classroom teachers, principal, instructional coach and assistant principal	8 Mathematical Practices Training by Michelle Gray	Sloan Browning	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Classroom Observations</li> <li>• Benchmark Assessment Data</li> <li>• Math EOG Data</li> <li>• PLC minutes</li> <li>• Instructional Walkthrough</li> </ul>	October 2014	October 17, 2014	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Once per month, data discussion will be held in each grade level PLC, led by Mary Wannall. EVAAS data, EOG (math) data and benchmark (math) data will be discussed, along with students' daily progress in math.	All regular ed classroom teachers, principal, instructional coach, assistant principal	<ul style="list-style-type: none"> <li>• Training for all teachers on the math framework being developed by the IDI team</li> <li>• Math Framework</li> <li>• Common Core Math Standards</li> </ul>	Mary Wannall	<ul style="list-style-type: none"> <li>• PLC minutes</li> <li>• Data showing student growth on math benchmark assessments</li> </ul>	Monthly from October through May	June 2014	
Cameron Elementary School will pilot the Math Framework developed by MCS IDI Team.	All regular ed classroom teachers	<ul style="list-style-type: none"> <li>• Math Framework</li> <li>• Math Framework training</li> <li>• Math resources prescribed by the framework</li> <li>• Instructional Coach</li> </ul>	Sloan Browning Mary Wannall	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PD sign-in sheets</li> <li>• Math benchmark data and EOG data</li> </ul>	January 2015	June 2015	
Teachers will implement best practices as they participate in coaching cycles with our Instructional Coach	All regular ed classroom teachers and Mary Wannall	- Mary Wannall, Instructional Coach	Sloan Browning Mary Wannall	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Observations</li> <li>• Instructional Walkthroughs</li> <li>• Math Assessment Data</li> </ul>	November 2014 January 2015 March 2015 May 2015	June 2015	

## School Improvement Plan

**School:** Cameron Elementary School

**Principal:** Sloan E. Browning

<b>Pathway:</b> <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Academic Safety	<b>Current Growth Stage:</b> <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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**What data provides evidence of current growth stage?**

As reported by the 2013-14 Teacher Working Conditions Survey, 71% of staff members reported that Professional Development is differentiated to meet the individual needs of teachers.

**Annual Objective:**

90% of teachers will receive Professional Development based upon their needs.

**Mid Year Target:**

By January 1, 100% of certified staff members will have received professional development on the 8 Mathematical Practices, PowerSchool Resources and PBIS. All remaining PD will be determined by the needs assessment information gathered in September.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Conduct a Needs Assessment using Survey Monkey in order to obtain teacher input on PD opportunities.	All certified staff Principal Assistant Principal	Input from all teachers (regular ed, EC, PE, Art and Music teachers)	Sloan Browning	Needs Assessment Results	October 15, 2014	June 2015	
Provide opportunities for teacher to receive individualized PD	All certified staff, instructional coach, principal, assistant principal	District Specialists	Sloan Browning Mary Wannall	Final schedule of PD sessions	September 2014, January 2015 April 2015	April 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Plan and conduct PBIS training for all staff; certified and classified so that behavior expectations are clear and all stakeholders share a common language.	All staff members	<ul style="list-style-type: none"> <li>• PBIS Training Guide</li> <li>• Matrices of Expectations in Common Areas throughout campus</li> </ul>	Sloan Browning and Kristin Garner	<ul style="list-style-type: none"> <li>• PBIS Matrices posted throughout campus</li> <li>• Incident/discipline data via PowerSchool</li> <li>• Common Language visible throughout campus and in every classroom</li> </ul>	December 2015 March 2015 May 2015	June 2015	
Once every grading period, teachers will participate in half-day planning sessions with grade level and vertically; collaborating with district specialists, counselor, media specialist, PE, art and music teachers.	All certified staff members	<ul style="list-style-type: none"> <li>• Subs to cover classroom teachers</li> <li>• District Specialists</li> <li>• Classroom and school wide data</li> </ul>	Sloan Browning Mary Wannall	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Assessment Data</li> <li>• Sign-in sheets</li> <li>• Planning session minutes</li> </ul>	January 2015	May 2015	
3 Teachers and the Instructional Coach will attend the NCAEE Elementary Education Conference in October and present PD to staff based upon what they learned.	Mary Wannall	<ul style="list-style-type: none"> <li>• NCAEE Elementary Education Conference</li> </ul>	Sloan Browning	<ul style="list-style-type: none"> <li>• PD Plan for presentation to staff</li> <li>• Lesson Plans</li> <li>• Assessment Data</li> <li>• PD Agendas and sign-in sheets</li> </ul>	October 30, 2014	May 2015	



## Title I School-wide Compliance Review and Plan – Component 2 School Reform Strategies

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.

**School-wide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

The school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X	X	X		
	<b>Strategy 2</b>	X	X	X		
	<b>Strategy 3</b>	X		X		
	<b>Strategy 4</b>			X		
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Cameron Elementary plans to meet all requirements for growth and proficiency. We will assist at risk students by using academic volunteers and tutors to assist classroom teachers with reading and math remediation and incorporating an intervention/enrichment block into the master schedule. Teachers will deliver math instruction using the Math Framework developed by the district's IDI team. Reading interventionist will serve at risk students in grades K-3 using LLI. EC teachers will provide inclusion services to minimize the amount of time that special needs students are away from their non-disabled peers.

### Component 3

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X	X	X		
	<b>Strategy 2</b>	X	X	X		
	<b>Strategy 3</b>	X		X		
	<b>Strategy 4</b>			X		
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan: All teachers at Cameron Elementary School meet "Highly Qualified" status.

## Component 4

**High-quality and ongoing professional development:** Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>		X	X		
	<b>Strategy 2</b>		X	X		
	<b>Strategy 3</b>			X		
	<b>Strategy 4</b>			X		
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan: All staff have attended district staff development for Reading, Writing, Math and/or Healthy Child as required by the District. Principal will plan and schedule PD to be delivered by district specialists during the 2014-15 school year: 8 Mathematical Practices, PowerSchool Resources, PBIS (delivered by principal and counselor). Staff members are aware of and can choose from PD opportunities throughout the school year delivered by district specialists.

## Component 5

**Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools has a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

To maintain a staff of highly qualified teachers and to recruit highly qualified teachers, when necessary monthly incentives are offered at Cameron for staff. Extensive searches for highly qualified staff are utilized when there are openings. These searches utilize technology including Skype. Planning time during the day is built into schedule for grade levels. Constant attention and effort is made to lessen the number of duties before and after school. Multi-level resources are provided to teachers. Student Support Team is utilized to offer strategies and interventions for dealing with difficult children and various behavior issues.

## Component 6

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. Cameron uses the required Title I set aside for parent involvement activities. Annual meetings are held along with additional special events. We have a strong PTA that supports the school's goals. Parents are encouraged to become an active part of their child's education. Various opportunities are offered for parents to participate in morning, evening or day activities. We offer curriculum nights for reading, writing, math, and technology for parents to interact with teachers in a game format. PTA programs, ESL support for meetings and conferences assist parents. Meals are frequently offered before meetings. Kindergarten packets are given to parents with games and activities for children. Kindergarten night allows teachers to share with parents ways to help students academically. Muffins for Moms and Donuts for Dads are breakfast opportunities that are provided for parents.

## Component 7

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on the strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
<b>Strategy 8</b>						

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:  
 Kindergarten Registration Day - Readiness kits provided for parents to support students prior to entering Kindergarten. Assessments are given to determine a child's academic and social needs upon entry into kindergarten. Kindergarten students begin school on a staggered entry schedule in order to help them acclimate to the new environment.

Kindergarten Parent Night - Opportunity for upcoming Kindergarten parents to visit the school, work with teachers, and see expectations.

School Tours

## Component 8

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>	X				
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:  
Staff meetings to analyze data, make decisions, take input in scheduling, share information, and plan

School Improvement Team meets with grade levels for input

Student Support Team works with strategies for teachers - suggestions for working with problems in the classroom and other difficult situations

Staff development with new strategies and techniques

During the 2013-14 school year, teachers will continue to use the mClass assessment monitoring program, receiving ongoing professional development on how to use the data to positively impact student achievement. Leveled readers and other classroom materials will be used for Reading Recovery and early literacy instruction. in PLCs, teachers will design effective lessons so that formative and summative assessments will have clear learning targets. Teachers will analyze evidence of student learning to guide instructional decision-making.

## Component 9

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the schools who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Reading Recovery groups

Early Literacy groups

In-school Tutoring

After-school Tutoring

Homework Buddies

Mentoring by staff

Volunteers to work one on one

Student Support Teams

Guidance support

Second adult in classrooms during morning academic blocks

Communities In School programs



**Component 10**

**Coordination and integration of Federal, State, and local services and programs:** School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Cameron utilizes various funds (state, local and federal) to support the multiple instructional support programs for our school. Many of the funds are used as focused intervention for the at risk students in reading, math and science. Supplemental teaching staff is provided using Title I funds.

**Targeted Assisted Schools Only**

**Plans must support and coordinate with regular education programs:** Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

Cameron is a school-wide program

**Title I Parent Involvement School Plan**  
2013-14

Cameron Elementary School  
**School**

Parental Involvement, Section 1118 of NCLB

**Required Components**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
1. <b>Shall jointly develop</b> with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan	School-wide policy SIT minutes and agendas	SIT	Parent involvement policy will be revised during regular school improvement team meetings.	October 2013
2. <b>Shall convene an annual</b> meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)	PTA meeting at the beginning of school year  Curriculum Nights for each grade level  Reading Recovery meetings with parents	Teachers and parents	PTA Meeting, school improvement team meeting, and letter home to parents.	Beginning of the school year and ongoing throughout the school year.
3. <b>Shall offer</b> a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)	Curriculum Nights - meals and childcare provided - transportation provided by ESL and Migrant services  Reading Recovery meets with parents before, during and after school  Breakfast groups  Guidance / social worker /nurse / principal / teacher make home visits as needed	Teachers, teacher assistants, support staff, and parents	Parent conferences, curriculum nights, and back to school night and orientation.	Scheduled PTA meetings, curriculum nights, and special events.

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>4. <b>Shall involve</b> parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)</p>	<p>SIT minutes and parent surveys.</p>	<p>Parents and school staff and support staff.</p>	<p>Parent representation on the school improvement team, parent volunteers, PTA and parent surveys.</p>	<p>Regularly scheduled school improvement team meetings.</p>
<p>5. <b>Shall provide</b> parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)</p>	<p>Agendas provide daily contact</p> <p>Friday Folders (weekly)</p> <p>Weekly Newsletters from teachers to parents</p> <p>Rubrics provided for projects, writing</p> <p>Connect-ED messages sent</p> <p>Principal's Newsletter - monthly</p> <p>Phone call, notes, conferences / meetings</p>	<p>Teachers, school improvement team, parents and support staff.</p>	<p>Parent Handbook</p> <p>Student Agendas</p> <p>Curriculum Nights</p> <p>Back to School Nights</p> <p>Parent Conferences</p>	<p>Ongoing at regular meeting and school improvement meetings throughout the school year.</p>
<p>6. <b>Shall submit to LEA</b> any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)</p>	<p>Reading Recovery parent questionnaires and evaluations</p> <p>Comments sheet from Curriculum Nights/PTA meetings</p> <p>Advisory Council Meetings</p> <p>IEP/SST meetings</p> <p>Agendas/folders</p> <p>Conferences</p>	<p>School improvement team members including parent representatives.</p>	<p>Personnel issues to Human Resources</p> <p>Curriculum issues to IDI Safety and other issues to Assistant Superintendent of Elementary Education.</p>	<p>Immediately as needed.</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>7. <b>Shall jointly develop, distribute and discuss</b> school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)</p>	<p>Given and explained at parent-teacher conferences</p>	<p>School Improvement Team</p>	<p>To be developed during SIT meeting(s).</p>	<p>School Improvement Team meetings, regularly scheduled PLC meetings, and regular PTA meetings.</p>
<p>8. <b>Shall provide</b> assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)</p>	<p>Parent-Teacher Conferences two times per year</p> <p>SST with parents</p> <p>IEP meetings</p> <p>Grade-level meetings with parents</p> <p>Curriculum Night meetings</p> <p>Testing meetings</p> <p>Informational meetings</p>	<p>Teachers, school improvement team, parents and support staff.</p>	<p>Back to school night, parent conferences, parent handbook and curriculum nights.</p>	<p>School Improvement Team meetings, regularly scheduled PLC meetings and regular PTA meetings.</p>
<p>9. <b>Shall provide</b> materials and training to help parents to work with their children at home. Sec. 1118(e)(2)</p>	<p>Curriculum Nights with tips for helping students</p> <p>Handout from grades/subject areas</p> <p>Homework tips</p> <p>Newsletters</p> <p>Registration packets with games</p>	<p>All staff at CES</p> <p>School Improvement Team</p> <p>CES Administration</p>	<p>Newsletters</p> <p>Curriculum Nights</p>	<p>School Improvement Team meetings, regularly scheduled PLC meetings and regular PTA meetings.</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>10. <b>Shall provide</b> training for teachers, staff, and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners. Sec. 1118(e)(3)</p>	<p>Staff development opportunities - both county and local</p> <p>Volunteer coordinators work with staff and volunteers</p> <p>Guidance support for parents, students, staff</p> <p>Informational meetings</p>	<p>All staff at CES</p> <p>School Improvement Team</p> <p>MCS IDI Team</p> <p>CES Administration</p>	<p>Staff Meeting</p> <p>Kindergarten Registration</p>	<p>School Improvement Team meetings, regularly scheduled PLC meetings and regular PTA meetings.</p>
<p>11. <b>Shall coordinate and integrate</b> parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)</p>	<p>Parent Information meetings</p> <p>BHC counseling and support</p> <p>CIS group activities</p>	<p>School Improvement Team</p> <p>MCS IDI Team</p> <p>CES Administration</p>	<p>Kindergarten Registration packet and take-home information</p>	<p>School Improvement Team meetings, regularly scheduled PLC meetings, and regular PTA meetings</p>
<p>12. <b>Shall ensure</b> that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. Sec. 1118(3)(5)</p>	<p>Teachers send newsletters home weekly</p> <p>Principal's newsletter monthly</p> <p>Fliers to inform of events (English and Spanish)</p> <p>Marquee</p>	<p>All staff at CES</p> <p>School Improvement Team</p> <p>CES Administration</p>	<p>Translated formats distributed as needed. Short formats when appropriate will be used. Use of district and in-school translators.</p>	<p>School Improvement Team meetings, regularly scheduled PLC meetings and regular PTA meetings.</p>
<p>13. <b>Shall provide</b> such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)</p>	<p>ESL teacher 2X per week</p> <p>Translator available when needed</p>	<p>School Improvement Team</p> <p>PTA</p> <p>All staff at CES</p>	<p>Activities and Strategies will be planned according to needs that arise from CES parents. The school Improvement Team will discuss and develop such plans upon the request of parents or evidences of need.</p>	<p>School Improvement Team meetings, regularly scheduled PLC meetings and regular PTA meetings.</p>

1. Attach school's parent involvement policy with documentation of parent input and how distributed.
2. Schools must have a process in place to address this component. (c)(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
3. School-parent compact: Sec. 1118(d)(1)(1)(A-c) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under the par a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Stat's high standards. Such compact shall –
  - (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time; and
  - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
    - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - (B) frequent reports to parents on their children's progress; and
    - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
4. As appropriate: Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs