Cameron Independent School District

Cameron Elementary

2018-2019 Campus Improvement Plan

Mission Statement

Cameron Elementary, in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

Vision

At Cameron Elementary we strive to promote life-Long learning for all students, in all social, educational and personal situations.

Value Statement

A well-rounded education, including the development of individual skills and talents, leads to personal fulfillment.

High expectations and teamwork are essential in maximizing performance.

Ethical behavior promotes organizational success.

Parent and community involvement impacts student performance.

People learn differently.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Comprehensive Needs Assessment

Cameron Elementary & Cameron Junior High

3rd-8th Grade

2018-2019

Academics—Students and Staff

What we are doing well:

1. Parent Communication through Blackboard Connect, Facebook Page, Twitter, CJH Website, emails & mail-outs.
2. Compiling data into DMAC for desegregation.
3. Utilizing our Special Education and 504 programs to identify students with disabilities.
4. Providing services to our Dyslexia students, ELLs, and RtI students, through Highly Qualified staff.

Areas of Need:

1. Training Opportunities
   1. Address, Implement and Facilitate Differentiated Instructional Practices and appropriate lesson planning to meet our students' needs.

      i. PLC training & Implementation for core areas and teams

      ii.   Lead4ward/STAAR4ward

      iii.   Questioning Strategies Staff Development

1. Provide Staff Development bi-monthly to address the needs of teachers and provide the proper training to facilitate these instructional practices effectively. Monitor the implementation of Lead4Ward Instructional Playlist.
2. Lead4ward/STAAR4ward Staff Development focusing on the demographics of our students, our accountability scores, and target areas.
3. Lead4Ward Staff Development analyzing progress measures, student demographics, TEKS, and STAAR.
4. Conduct regular Campus Assemblies with the grade-level students to address social issues, testing information, host guest speakers, etc.
5. Address Co-Teach/Inclusional practices with appropriate staff development and workshops.
6. Implement Cross-Curricular Writing Training, Cross Curricular Social Studies implementation.
7. Strategies
    1. Add more elective choices focusing on trending middle school issues. Incorporate electives ranging from advanced academics, and general enrichment activities, such as digital newspapers, AVID, Worth the Wait, etc.
    2. Utilize a Reading Intervention Teacher across multiple grade-levels to work with lower achieving students on a daily basis.
    3. Implement and Intervention Program to meet the needs of our below level reading students, structured through an extra Reading Extension Teacher. (Read 180 or FastForwad)
    4. Service the ESL/Bilingual students through a core area certified teacher not through a pullout program to more efficiently incorporate the ELPS.
    5. Reduce the amount of core area failures through Response to Intervention, Student Intervention Teams and a specific learning Student Learning Objectives.
    6. Assess students BOS/MOS/EOS in Reading Development regarding students who are below grade-level using Renaissance STAR. *s=Semester
    7. Assess students BOY/MOY/EOY using LearningFarm.com in Math Development regarding students who are below grade-level.
    8. Add sections of Math Extension to provide identified students with more time-on-task in math.
    9. Develop strategies through Pre-AP training for teachers to increase the number of students receiving Advanced Academic Performance on STAAR in all testable areas.
    10. Integrate more cross-curricular writing assignments among all core areas to improve writing skills.
    11. Continue to utilize TCMPC Scope and Sequence in all core content areas, developing a calendar with specific testing dates and timelines.
    12. Continue to utilize Technology Applications classes to support interdisciplinary projects of the core curriculum.

Parent and Community

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What we are doing well:

1. Parent Conference Day
2. Parent communication through phone calls, emails, texts, Facebook, Twitter, IPR Reports and mail-outs.

Areas to address:

1. Methods used for Encouraging Parental Involvement
   1. Need to incorporate a more effective way to involve our parents as volunteers. An online VIPS form, accompanied by an explanation at the beginning of school during a short parent meeting that explains what the VIPS form checks for and it's mandatory before they can volunteer.
   2. Invite parents to perform specific duties at our campus, such as Mom Mondays, and Work Together Wednesdays, where parents come and do the crosswalk, help out in the cafeteria, and wok in the Math/Reading Labs.
   3. Incorporate more volunteer opportunities for our students such as Adopt A Highway, Flowerbed Restoration, Campus Clean Up Day, etc.
   4. Implement Parent Training incorporating Scott & White Services/Counselors to instruct parents on hot topics.
      1. Parenting Strategies
      2. Health Issues
      3. Resources
      4. Social media and the law
      5. Parental Development
         1. STAAR Monthly Meetings
         2. Monthly meetings where parents can participate in hands-on activities that their students are participating in, such as Web 2.0 Tools, Apps, PBL's, practice STAAR Test, etc.
         3. Incorporate Food Bank Development for Pick-Up and Distribution.
         4. Individualized Counselor Meetings with Parents at the beginning of the year.

Facilities

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What we are doing well:

1. Fire Drills
2. Secure Front Entry
3. Maintenance of grounds

Areas of Need:

1. Partitions in Restroom needs replacing
2. Washer/Dryer needed in the Special Education classroom.
3. Paint Hallways in light gray to cover blemishes in hallways.
4. Window screens needed.
5. Curtains needed for stage.
6. Backdrop needed for stage.
7. Speed Bumps needed in back of school.
8. Playground Equipment needed for CES.
9. Desks needed for 3rd-5th and 6th-8th.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Establish a culture of academic excellence.

Performance Objective 1: Reading and Writing performance will raise by 10% to meet or exceed the Target Score.
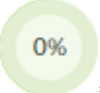
Evaluation Data Source(s) 1: STAAR & Renaissance STAR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 2 CSF 3 CSF 7	Principal, Reading Interventionist, Assistant Principal, Instructional Coordinators	Staff development agendas; Sign-In Sheets; Lead4ward Modules and Webinars; Training through regional centers and Instructional Coordinators			
1) Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, such as Fig. 19D and Fig. 19E. Guided Reading strategies and Independent Reading with Support will be used to help address specific process standards within the reading skills.	Funding Sources: Local - 0.00, Title 1 - 0.00, Title 2 - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2	Principal, Reading Interventionist, Teachers	BOY, MOY, and EOY student assessment data from local benchmarks, unit assessments, Essential Standards, Common Formative Assessments Results, Istation, and AR STAR.			
2) Reading Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Students will be selected based on assessment data, common formative assessment data, and teacher input. Lessons objectives will be based on student need as seen through Istation, STAR, and unit assessments. There will be an appropriate balance for each grade level group of phonics instruction using Wilson, comprehension, and vocabulary.	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 3) Common benchmark tests will be given and data will be compared through the PLC Essential Standards Common Formative Assessments, and C2L collaborative. Data will be used to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner.	Principal, Reading Coach, Teachers	Data results disaggregated and results shared in grade-level meetings, PLC meetings, common formative assessment, and the C2L collaborative.
	Funding Sources: Local - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 4) Cameron Elementary School will provide extension and/or enrichment activities for students that do not attain mastery in their reading class or on the STAAR Reading.	Principal, Teachers	Grade reports and STAAR Reading results.
	Funding Sources: Title 1 - 0.00	
Critical Success Factors CSF 5 CSF 6 5) Spirit Monkey Sticks will be implemented by the CES PTO to promote Reading Performance. Students will earn spirit sticks to display on their rings of their performance of hard work.	Principal, PTO, Teachers	Student spirit rings and sticks
	Funding Sources: Local - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 6) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc)	Principal, Teachers	Accelerated Reading reports/spirit sticks/Y Award Incentive Trip
	Funding Sources: Title 1 - 0.00, Comp ed - 0.00	
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 7) A Google Doc tracking sheet as well as a War Room, will be used to monitor student reading progress from all students. Every month students will test using AR STAR. This information will be recorded in a Google Doc available to interventionists and the principal to track student improvement in reading.	Principal, Teachers, Computer Lab	Intervention Google Doc

Comprehensive Support Strategy	Principal, Teacher in charge of Cameron Prep	Student sign-in sheets, STAAR scores of students attending, Istation/AR STAR Reports, Essential Standards	
Targeted Support Strategy			
Critical Success Factors CSF 1 CSF 2 CSF 4 8) After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.	Funding Sources: Comp ed - 0.00, Local - 0.00		
Comprehensive Support Strategy	Principal, PLC teams	Lead4ward planning guide, Motivation Reading, notes from team meetings, walkthrough notes targeting specific instructional strategies	
Targeted Support Strategy			
Critical Success Factors CSF 1 CSF 7 9) PLC teams will align lesson planning to the TEKS by meeting once a week to coordinate instructional strategies. Lessons will be shared electronically before meetings allowing lesson planning to focus on how we teach, rather than only what we teach. The Lead4ward "planning guide" will be used before each unit of instruction. Motivation Reading workbooks and the online support will be used to help plan reading instruction.	Funding Sources: Local - 0.00		
Comprehensive Support Strategy	Principal, Reading Interventionist, Teachers	STAAR results, unit assessments, benchmarks, common formative assessments, RTI process walkthroughs to monitor for effect intervention	
Targeted Support Strategy			
Critical Success Factors CSF 1 CSF 2 10) The reading interventionist will provide pull out small group instruction. The RTI process will be used to help provide continual support throughout the year to help differentiate for students. Teachers will provide small group instruction during a specified time to meet the needs of individual students before, during, and after school. Strategies used in small group instruction will be based on Renaissance STAR goals and unit assessment data.	Funding Sources: Local - 0.00		

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 7 11) Wilson Fundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist, SPED teacher, and all 3rd grade teachers will receive available phonics training.	Principal, Reading Interventionist, SPED Teacher	STAAR Results, Istation, AR STAR, DRA, unit assessments, benchmarks			
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 12) All students who tested Tier III through Renaissance STAR will receive small-group targeted specific intervention.	Principal, Interventionists, Teachers	Intervention records, I-Station			
	Funding Sources: Title 1 - 0.00, Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** 13) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goals, as well as Student Learning Objectives. This will include all state assessed subjects.	Principal, Classroom Teachers	Goal-Setting form			
Critical Success Factors CSF 3 CSF 7 14) The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.	Principal, Assistant Principals	Walkthrough Analysis Reports			
15) Students will read in Independent Reading for 200 minutes per week.					
16) The District Literacy Plan will be implemented with fidelity.					

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 1: Establish a culture of academic excellence.

Performance Objective 2: Students will exceed performance standards in the area of science for all subgroups.

Evaluation Data Source(s) 2: STAAR, Unit Assessments, Benchmarks

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy	Principal, Lead Teachers	Science TAKS, Purchase Orders, Science team Agendas			
Critical Success Factors CSF 1 1) All Campus science curriculum and instructional materials will continue to be analyzed, modified, and addressed to meet STAAR and campus goals.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy	Principal, Assistant Principals	Participation Certificates, agendas, sign-in sheets, Eduhero Modules			
Critical Success Factors CSF 1 CSF 7 2) All teachers will receive professional development on Working with Students in Poverty (Ruby Payne) and on Working with At-Risk Students through Safe and Civil training and using the committee as tool for help.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy	Principal, Assistant Principal	Observations, Progress Monitoring, STAAR Science scores			
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science. 5th Grade teachers will be using the LISTO program for science instruction.	Funding Sources: Local - 0.00, Title 1 - 0.00				
Comprehensive Support Strategy	Science Teachers	Lead4ward Planning Guide, notes from meetings, Motivation Science Materials			
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Science teachers will meet weekly to plan lessons and coordinate instructional strategies. This will include completing a Lead4ward Planning Guide for each unit of instruction. 5th Grade will be using the LISTO curriculum to plan science lessons. Motivation Science materials and the online component will be used to supplement science instruction.	Funding Sources: Local - 0.00				

Comprehensive Support Strategy	Principal, Lead Teacher	Observations, Lesson Plans			
Critical Success Factors CSF 1 CSF 4 5) All grade levels will plan for 2 hands-on TEKS-based labs per week.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy	Principal, Lead Teacher	Information from grade-level meetings, purchase records			
Critical Success Factors CSF 1 CSF 2 6) Science lead teacher will submit a supply list for lab materials to the office. The office will purchase all science lab materials needed for the upcoming unit.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy	Principal, Lead Teacher	Observations, Lesson Plans, Grade-level meeting information			
Critical Success Factors CSF 1 CSF 4 7) Lead4ward strategies will be used regularly in science classes and included on lesson plans by science lead teacher. 5th Grade will use Lead4ward and LISTO strategies to implement science objectives.	Funding Sources: Title 1 - 0.00, Local - 0.00				
Critical Success Factors CSF 1 CSF 2 CSF 7 8) Teachers will continue to use TCMPC scope and sequence while using STEMScopes as a resource. 5th Grade will use LISTO strategies and curriculum as a resource. Adjustments will be made to focus on highly tested units.	Principal, Science Lead Teacher	Information gathered from grade-level meeting and lead teachers, Progress Monitoring data			
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 9) Data will be reviewed using DMAC in Grades 3-5 to identify specific focus areas.	Principal, Science Teachers	Progress Monitoring, Benchmarks, STAAR			
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 2 10) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.	Principal, Classroom Teachers	Goal-Setting Form			

Critical Success Factors CSF 3 CSF 7 11) The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.	Principal, Assistant Principals	Walkthrough Analysis Reports			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 1: Establish a culture of academic excellence.

Performance Objective 3: Students will exceed performance standards in mathematics.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy	Principal, Teachers	Report of Progress in content team meetings - Agendas, Planning Guides, walkthrough data, common formative assessments			
Targeted Support Strategy					
Critical Success Factors CSF 1 CSF 2 1) Instructional content and strategies will be aligned in each grade-level and vertically through weekly PLCs focusing on lesson planning and implementation of specific instructional strategies with a focus on the data from the common formative assessments. Planning Guides from Lead4ward will be used to plan common lessons/strategies for each unit of instruction.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy	Principal, Teachers	Student performance in each campus accelerated program			
Targeted Support Strategy					
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Intervention will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension activities and after school tutorials).	Funding Sources: Title 1 - 0.00, Comp ed - 0.00				
Comprehensive Support Strategy	Principal, Teachers	PLC meetings, student performance on common formative assessments of the essential standards, benchmark data			
Targeted Support Strategy					
Critical Success Factors CSF 1 3) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Funding Sources: Local - 0.00				

Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	Principal, Math Interventionist, Teachers	Response to Intervention (RTI) Tier Level Classes with MSTAR/ESTAR, Unit assessments, Essential Standards, benchmarks, and STAAR			
4) After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.	Funding Sources: Local - 0.00, Comp ed - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy**	Principal, Lead Teachers	Benchmark results, Math Team Meeting Agendas/Gateway Assessments & Goals/Guided Math Running Records			
Critical Success Factors CSF 1 CSF 7 5) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy**	Principal, Math Lead Teachers, Math Interventionists	Classroom Walkthroughs, student performance on Benchmark assessments and STAAR results, performance on common formative assessments.			
Critical Success Factors CSF 1 CSF 4 6) Math Intervention will be based off STAAR Scores and students performance on the common formative assessments.	Funding Sources: Title 2 - 0.00, Local - 0.00				
Comprehensive Support Strategy	Principal, Teachers	Grade Reports, STAAR			
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 7) Cameron Elementary School will provide summer school for students that do not attain passing marks in their mathematics class or on the Mathematics STAAR Test	Funding Sources: Title 1 - 0.00				

Comprehensive Support Strategy **Targeted Support Strategy**	Principal	Student sign in sheets, performance on the essential standard assessments, STAAR scores of students attending			
Critical Success Factors CSF 1 CSF 2 CSF 4 8) After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.	Funding Sources: Title 1 - 0.00, Comp ed - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy**	Principal, Teachers	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting/Unit Assessment Data/TEKS Verbage Breakdown			
Critical Success Factors CSF 1 CSF 2 9) Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in TCMPC. Teachers and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars. PLC grade level teams will review data from common formative assessments and meet weekly to plan implement instructional activities and lessons. Motivation Math materials and the online component will be used to address math skills.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy**	Assistant Superintendent, Principal	Classroom Walkthrough Data, District Benchmarks, STAAR Results			
Critical Success Factors CSF 1 CSF 3 CSF 7 10) Teachers will attend TEA math academies as a means to increase knowledge of scientifically-based mathematics strategies.	Funding Sources: Title 1 - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy**	Assistant Superintendent, Principal	Progress Monitoring, STAAR results, Essential Standards. TCMPC			
Critical Success Factors CSF 1 11) Teachers will utilize TCMPC Year at a Glance, PLC planning of lessons and common formative assessments to guide math lessons.	Funding Sources: Local - 0.00				

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 2 12) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.	Principal, Classroom Teachers	Goal-Setting Form			
Critical Success Factors CSF 3 CSF 7 13) The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.	Principal	Walkthrough Analysis Reports			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: Provide a safe and disciplined environment for all students.

Performance Objective 1: Students will be educated in learning environments that are safe and conducive to learning.

Evaluation Data Source(s) 1: PEIMS Discipline Data; Educators' Handbook Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 6	Principal, Counselor, School Nurse, Teachers	Students will participate in drug awareness activities/Yoe Spirit Sticks			
1) Red Ribbon Week will be observed at CES, focusing on saying "No" to drugs.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6	Principal, Student Council, Coordinator, Teachers	Student Council minutes, service projects			
2) One student will be selected from each class, each school year to participate in the Cameron Elementary School student council.	Funding Sources: Local - 0.00				
3) The policies and procedures in the In School Behavior Room will be monitored through out the year. The ISB teacher will implement behavior techniques recommended by District Behavior Interventionist.	Principal ISB Teacher	Meeting agendas, ISB observation forms			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6	Principal Teachers	Parent/student signature pages, student. compact, student. Behavior in hallways, and special areas.			
4) Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 1 CSF 7	Instructional Leadership Team	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports			
5) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Funding Sources: Local - 0.00, Title 2 - 0.00				
Critical Success Factors CSF 6 CSF 7	Principal Teachers	Student Code of Conduct & Parent/Student Handbook, Campus Discipline folders, student Responsibility folders/Educator Handbook Website			
6) A Discipline Management Plan will be written and placed in each campus student code of conduct in order to provide consistency between campuses.	Funding Sources: Local - 0.00				

Critical Success Factors CSF 6 CSF 7 7) Staff development on Discipline Management Plan will be conducted at the beginning of the year.	Asst. Superintendent, BMSS, Principal Funding Sources: Local - 0.00	Staff Development Agenda			
Critical Success Factors CSF 6 8) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Elementary School is the front porch of the building.	Principal Funding Sources: Local - 0.00	Copies of those items			
9) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. Dl at the front office sliding window, and then enter the building when buzzed through the front doors.	PEIMS Clerk Principal Funding Sources: Local - 0.00	Parent Sign- In Sheet			
10) An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a crisis situation or school closings. (Blackboard Connect)	Principal PEIMS Clerk Campus Secretary Funding Sources: Local - 0.00	BlackBoard Connect/Now Reports			
Critical Success Factors CSF 6 11) CES will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.	Principal Staff Custodians Funding Sources: Local - 0.00	Feedback from parent surveys, phone logs			
12) Foundations, as a part of the Safe and Civil Schools program, will be in implementation. Areas of concern will be addressed and strategies will be implemented for improvement of the concern.	Principal, Foundations team members	Written plan for common areas, common area observations, feedback from teachers			
Critical Success Factors CSF 6 13) A behavior management plan will be adopted, taught, and then implemented by the staff. This plan will be shared by teachers through Google and filed at the office for future reference. This will result in more effective use of the online discipline referral system.	Principal	Office referral data through the Educator's Handbook.			

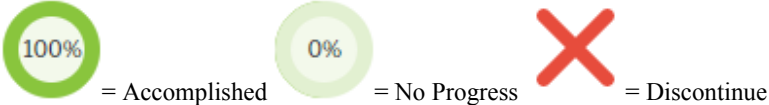100% = Accomplished   0% = No Progress   ❌ = Discontinue

Goal 2: Provide a safe and disciplined environment for all students.

Performance Objective 2: Support services will be provided to students to maximize learning readiness.

Evaluation Data Source(s) 2: Program participation records, Attendance Rates, Discipline Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 4	Principal, Teachers, PE Coach	Class Rolls			
1) Continue the policy of not keeping students out of Physical Education class for any reason. This is to remain in compliance of the 130 minute per week of Physical Education requirement.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 4	Principal PEIMS clerk	Attendance reports each week, six weeks, semester, and year, Y-Award, Yoe Spirit Sticks			
2) Incentives, such as the Y-Award trip, will be provided to promote attendance goals, see attached Attendance Action Plan, (popcorn, spirit sticks, certificates of attendance).	Funding Sources: Local - 0.00				
Critical Success Factors CSF 4	Principal PEIMS Clerk	PEIMS Data			
3) PIEMS Clerk will address student attendance. Students parents will be called when they are absent to confirm the excuse for absence.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 4	Principal PEIMS Clerk Campus Secretary	Blackboard Reports			
4) An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a student's absence. (Blackboard Connect)	Funding Sources: Local - 0.00				
Critical Success Factors CSF 4	Principal PEIMS Clerk	Individual Parent/Student Documentation			
5) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron and or Milam County court systems.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 4	Principal PEIMS Clerk	Attendance reports each week, six weeks, semester, and year			
6) Incentives will be provided to promote attendance goals (popcorn, spirit sticks, certificates of attendance).	Funding Sources: Local - 0.00				

Critical Success Factors CSF 4 7) Campus will closely monitor student absences. Students parents will be called when they are absent to confirm the excuse for absence, an attendance committee will meet monthly to address student absences and monitor attendance.	Principal PIEMS Clerk	PEIMS Data			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 1 CSF 2 CSF 4 8) Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.	Principal	Student sign in sheets, STAAR scores of students attending			
	Funding Sources: Title 1 - 0.00, Comp ed - 0.00				
9) Physical Education 250 minutes per 2-week period	Physical Education	FitnessGram			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6 10) Continue evaluating, revising, and implementing the safe and secure emergency response plan.	Principal Safety Team	Agenda Minutes from the campus safety team			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6 11) A campus-wide character plan will be purchased and implemented during Specials time. Reflective processes will occur during staff meetings to incorporate strategies into school culture.	Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Garcia's agenda from Character Classes/forms of Mrs. Garcia's counseling groups			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6 CSF 7 12) Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication.	Principal	Agendas, memorandum, work records, and principal documentation			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 3 CSF 7 13) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	Principal Counselor Diagnostician	Staff Meeting Agenda, Acknowledgement form			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 5 CSF 6 14) CES will provide a welcoming environment for all stakeholders.	Principal Office Staff	Feedback from parent surveys, phone logs			
	Funding Sources: Local - 0.00				

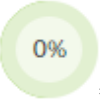100% = Accomplished 0% = No Progress ❌ = Discontinue

Goal 3: Encourage students to maximize their individual potential.

Performance Objective 1: Establish systems to emphasize and track growth of individual students.

Evaluation Data Source(s) 1: State Accountability Index 2

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 1 CSF 2 1) Student's needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: Student Intervention Teams (SIT), Section 504, Advanced Academic Program (AAP), Dyslexia, Special Education, Accelerated Education Interventions, ESL/Bilingual.	Principal, Counselor, Reading Interventionist, Teachers	Identification process and STAAR scores, Student Academic Progress, Istation/ESTAR/MSTAR, and Benchmarks			
		Funding Sources: Title 1 - 0.00, Title III - 0.00, Local - 0.00, Comp ed - 0.00			
Critical Success Factors CSF 1 CSF 2 2) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.	Campus principal, Counselor, Diagnostician	Sign in Sheets, Certificates, Classroom walkthroughs, Staff Meeting Agendas			
		Funding Sources: Title 2 - 0.00, Local - 0.00			
Critical Success Factors CSF 1 CSF 2 3) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.			
		Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00			
Critical Success Factors CSF 1 CSF 2 4) Tier interventions will continue to be refined in special education for identified students with learning disabilities in 3-5.	Principal, Special Ed Teacher, Regular Ed Teachers	Teacher Lesson Plans, Principal Walkthroughs, Content Team Agendas/IEP Goals			
		Funding Sources: Local - 0.00			
Critical Success Factors CSF 1 CSF 2 5) The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension activities and after school tutorials).	Principal, Teachers	Student performance in each campus accelerated program			
		Funding Sources: Title 1 - 0.00, Comp ed - 0.00			

Critical Success Factors CSF 1 CSF 2 6) Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process.	Principal, Teachers	Student performance in each campus accelerated program			
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Comp ed - 0.00				
7) The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Principal, Dyslexia Teacher	Bi-annual Dyslexia Reports to Principal, student data will be reviewed			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6 8) Positive reinforcements will be used to promote good behavior and participation in campus events, such as Student of the Month, and the CES Y-Award	Principal Teachers	Number of positive office visits will increase			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 5 9) Parent awareness of their child's success and progress towards their goals will be communicated through their goal form in their red folder.	Principal Classroom Teachers	Feedback from parents, goal-setting form			
10) Parent education sessions will continue to be offered to facilitate discussions and collaborations on school academic achievement, campus updates, supporting students and curriculum and state assessment information.	Principals, Assistant Principals, Teachers	Parent Conferences, Book Fair, Parent Information Sessions			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 1: Technology proficiency will increase among all instructional staff.

Evaluation Data Source(s) 1: Technology Development Plans, Classroom Walkthroughs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Critical Success Factors CSF 1 1) Teachers will utilize instructional technology to enhance instruction using interactive projectors, Discovery ED, Istation, Think through Math, Accelerated Reading, ChromeBooks, and iPads.	Principal, Teachers	Walkthrough Reports, Software Usage Reports			
	Funding Sources: Title 2 - 0.00, Local - 0.00				
2) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Principal, Instructional Coordinator	Lesson plans, classroom walk throughs, staff development Agendas			
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
3) 5th grade will move to a 1 to 1 student to device ratio, while 4th moves to having 2 devices for every 3 students. 3rd grade will have 21 iPads per classroom.	Principal, Technology Director	Walkthrough Reports, Software Usage Reports			
	Funding Sources: Local - 0.00				
4) Instructional Coordinator will work with grade-level teachers to implement, facilitate, and collaborate regarding the use of effective instructional technology in the classrooms.	Technology Instructional Specialist, Principal	TechViews Report, Administrative walk throughs, Staff Development Meetings, T-TESS, STAAR Scores			
	Funding Sources: Local - 0.00				
Critical Success Factors CSF 1 5) Technology will be integrated into instruction to increase student learning for students in Special Education.	Principal, Special Education Teacher	Administrative walk throughs, Progress Reports, Report Cards, STAAR Scores			
	Funding Sources: Title 1 - 0.00				
Critical Success Factors CSF 7 6) Teachers and paraprofessionals will continue to receive training through a summer Technology Academy.	Technology Instructional Specialist	Training Records, Classroom Walkthroughs			
	Funding Sources: Title 2 - 0.00				
Critical Success Factors CSF 7 7) Two teachers will serve on the Technology Team to lead district implementation initiatives and attend the Texas Computer Educators Association conference.	Assistant Superintendent	Training Records, Evaluations from Summer Technology Conference			
	Funding Sources: Title 1 - 0.00, Rural Schools - 0.00				

Critical Success Factors CSF 6	Principal, Technology Instructional Specialist	Parent Survey			
8) Instructional staff will use social media, Web 2.0 tools, websites, and other electronic means to communicate with parents.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 1 CSF 4	Librarian	Student Usage Records, Reading Level Reports			
9) The librarian will train and manage a Kindle station for students to check out books online.	Funding Sources: Tech Grant - 0.00				
Critical Success Factors CSF 1	Principal	Classroom walkthroughs, Lesson plans			
10) Discovery Education will be used toward students digitally viewing course content.	Funding Sources: Local - 0.00				

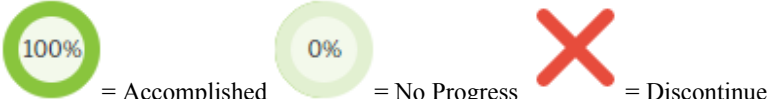100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: Foster success while maintaining fiscal responsibility.

Performance Objective 1: Teachers and staff will receive targeted staff development through campus resources.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	**Mar**	**May**
Critical Success Factors CSF 6 CSF 7	Principal, Counselor, Diagnostician	Staff Meeting Agenda, Acknowledgement form			
1) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 6 CSF 7	Asst. Superintendent, Principal, Assistant Principal, Instructional Coordinators, Safe and Civil Team	Staff Development Agenda			
2) Staff development on differentiation and classroom management will be provided through August In Service, Safe and Civil, Independent Reading with Support, Fundamental 5 Training, Guided Reading, Guided Math, RTI training, War Room Development.	Funding Sources: Local - 0.00				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 7	Principal, Reading Interventionist	Staff development agendas, Sign-In Sheets			
3) Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, PLC Essential Standards Assessment data, such as Fig. 19D and Fig. 19E.	Funding Sources: Local - 0.00, Title 1 - 0.00, Title III - 0.00				
Critical Success Factors CSF 7	Principal	Walkthroughs, planning meetings, lesson plans, LISTO Program			
4) Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science. 5th Grade will be using LISTO for science.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 7	Principal, Lead Teacher	Walkthroughs, Observations, STAAR Writing scores			
5) Teachers will receive training in the beginning of the year and support, as needed, using the Instructional Coordinator to help with writing instruction.	Funding Sources: Local - 0.00				

Critical Success Factors CSF 1 CSF 2 CSF 7	Principal	Participation Certificates, agendas, sign-in sheets			
6) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.	Funding Sources: Local - 0.00, Title 1 - 0.00, Title 2 - 0.00				
Critical Success Factors CSF 1 CSF 6	Principal	Participation Certificates, agendas, sign-in sheets			
7) All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students through Safe and Civil Training and the teams support.	Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00				
Critical Success Factors CSF 7	Principal, Counselor, SPED Teacher	Sign in sheets, staff development agendas			
8) All classroom teachers will have staff development on modification and accommodation training for SPED students.	Funding Sources: Title 2 - 0.00, Title III - 0.00, Local - 0.00				
Critical Success Factors CSF 7	Principal, ESL Teacher	Sign in sheets, staff development agendas			
9) ESL/Bilingual teachers will attend training on the TELPAS, and Dual Language.	Funding Sources: Local - 0.00				
Critical Success Factors CSF 7	Principal, Technology Director	Lesson plans, classroom walk throughs, staff development Agendas			
10) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00				
Critical Success Factors CSF 2 CSF 7	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.			
11) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs, RTI (Response to Intervention)	Funding Sources: Title 2 - 0.00, Local - 0.00				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, such as Fig. 19D and Fig. 19E. Guided Reading strategies and Independent Reading with Support will be used to help address specific process standards within the reading skills.
1	1	2	Reading Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Students will be selected based on assessment data, common formative assessment data, and teacher input. Lessons objectives will be based on student need as seen through Istation, STAR, and unit assessments. There will be an appropriate balance for each grade level group of phonics instruction using Wilson, comprehension, and vocabulary.
1	1	3	Common benchmark tests will be given and data will be compared through the PLC Essential Standards Common Formative Assessments, and C2L collaborative. Data will be used to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner.
1	1	4	Cameron Elementary School will provide extension and/or enrichment activities for students that do not attain mastery in their reading class or on the STAAR Reading.
1	1	6	The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc)
1	1	7	A Google Doc tracking sheet as well as a War Room, will be used to monitor student reading progress from all students. Every month students will test using AR STAR. This information will be recorded in a Google Doc available to interventionists and the principal to track student improvement in reading.
1	1	8	After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.
1	1	9	PLC teams will align lesson planning to the TEKS by meeting once a week to coordinate instructional strategies. Lessons will be shared electronically before meetings allowing lesson planning to focus on how we teach, rather than only what we teach. The Lead4ward "planning guide" will be used before each unit of instruction. Motivation Reading workbooks and the online support will be used to help plan reading instruction.
1	1	10	The reading interventionist will provide pull out small group instruction. The RTI process will be used to help provide continual support throughout the year to help differentiate for students. Teachers will provide small group instruction during a specified time to meet the needs of individual students before, during, and after school. Strategies used in small group instruction will be based on Renaissance STAR goals and unit assessment data.
1	1	11	Wilson Fundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist, SPED teacher, and all 3rd grade teachers will receive available phonics training.

Goal	Objective	Strategy	Description
1	1	12	All students who tested Tier III through Renaissance STAR will receive small-group targeted specific intervention.
1	1	13	A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goals, as well as Student Learning Objectives. This will include all state assessed subjects.
1	2	1	All Campus science curriculum and instructional materials will continue to be analyzed, modified, and addressed to meet STAAR and campus goals.
1	2	2	All teachers will receive professional development on Working with Students in Poverty (Ruby Payne) and on Working with At-Risk Students through Safe and Civil training and using the committee as tool for help.
1	2	3	Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science. 5th Grade teachers will be using the LISTO program for science instruction.
1	2	4	Science teachers will meet weekly to plan lessons and coordinate instructional strategies. This will include completing a Lead4ward Planning Guide for each unit of instruction. 5th Grade will be using the LISTO curriculum to plan science lessons. Motivation Science materials and the online component will be used to supplement science instruction.
1	2	5	All grade levels will plan for 2 hands-on TEKS-based labs per week.
1	2	6	Science lead teacher will submit a supply list for lab materials to the office. The office will purchase all science lab materials needed for the upcoming unit.
1	2	7	Lead4ward strategies will be used regularly in science classes and included on lesson plans by science lead teacher. 5th Grade will use Lead4ward and LISTO strategies to implement science objectives.
1	2	9	Data will be reviewed using DMAC in Grades 3-5 to identify specific focus areas.
1	2	10	A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.
1	3	1	Instructional content and strategies will be aligned in each grade-level and vertically through weekly PLCs focusing on lesson planning and implementation of specific instructional strategies with a focus on the data from the common formative assessments. Planning Guides from Lead4ward will be used to plan common lessons/strategies for each unit of instruction.
1	3	2	Intervention will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension activities and after school tutorials).
1	3	3	Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.
1	3	5	Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.

Goal	Objective	Strategy	Description
1	3	6	Math Intervention will be based off STAAR Scores and students performance on the common formative assessments.
1	3	7	Cameron Elementary School will provide summer school for students that do not attain passing marks in their mathematics class or on the Mathematics STAAR Test
1	3	8	After school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.
1	3	9	Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in TCMPC. Teachers and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars. PLC grade level teams will review data from common formative assessments and meet weekly to plan implement instructional activities and lessons. Motivation Math materials and the online component will be used to address math skills.
1	3	10	Teachers will attend TEA math academies as a means to increase knowledge of scientifically-based mathematics strategies.
1	3	11	Teachers will utilize TCMPC Year at a Glance, PLC planning of lessons and common formative assessments to guide math lessons.
1	3	12	A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.
5	1	3	Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, PLC Essential Standards Assessment data, such as Fig. 19D and Fig. 19E.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Advisory Committee

Committee Role	Name	Position
Paraprofessional	Ashley Aguirre	Paraprofesssional
Business Representative	Jodi Morgan	Business Representative
Business Representative	Theresa Hollas	Business Representative
Parent	Peggy Chudej	Parent
Parent	Samantha Leifeste	Parent
Paraprofessional	Amy Frausto	Paraprofessional
Classroom Teacher	Marsha Yakesch	Teacher
Classroom Teacher	Lisa Garney	Teacher
Administrator	Laci Rasberry	Administrator
District-level Professional	Susan Pommerening	District Administration
Non-classroom Professional	Connie Thompson	Non-Classroom Professional