

Cameron Independent School District

District Improvement Plan

2018-2019



Mission Statement

The Cameron Independent School District, 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

Students will take intellectual risks and set personal goals

Students will experience a diverse education to include the arts, character development, and physical activities

Students will effectively use technology as a learning resource

Students will exhibit confidence, adaptability, strong character, and balance in life

Students will graduate with the prerequisite skills needed for post-secondary entry, military qualification, and/or workforce entry

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution: African American 310 16.6% Hispanic 894 47.9% White 618 33.1% American Indian 2 0.1% Asian 6 0.3% Pacific Islander 0 0.0%
Two or More Races 30 1.7%

Economically Disadvantaged 1,389 74.4% Non-Educationally Disadvantaged 478 25.6% English Language Learners (ELL) 165 8.8% Students w/
Disciplinary Placements (2015-2016) 18 1% At-Risk 847 45.4%

Teachers by Ethnicity : African American 4.0 3.3% Hispanic 15.8 12.9% White 99.9 81.4% American Indian 1.0 0.8% Asian 2.0 1.6% Pacific Islander
0.0 0.0% Two or More Races 37 2.0%

Demographics Strengths

The diversity of the community does not impede support for the school district. The district's superintendent has successfully formed a group of community members, parents, and school staff called Cameron Connection. This organization is working together to improve academic performance on all campuses.

Parent involvement has increased at Technology Night, Latino Family Literacy, and Book - A - Palooza.

The graduation rate is 100%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged students lack school readiness skills. **Root Cause:** Parents lack the resources to provide literature.

Problem Statement 2: The district has not been successful in finding bilingual-certified teachers to serve the bilingual population at every grade level. **Root**

Cause: The isolated location of the district and the shortage of bilingual teachers across the district makes it difficult to retain bilingual teachers.

Problem Statement 3: Low performing students are most often chronically absent and/or tardy. Daily attendance rates have fallen across the district. **Root**

Cause: Cameron ISD has not engaged students and their parents in the learning process.

Problem Statement 4: Although some growth has occurred in parent involvement at the academic level and across all populations, more growth is needed.

Root Cause: A disconnect exists between parents and school staff.

Problem Statement 5: Economically disadvantaged students and their families need to be connected to various community supports. **Root Cause:** Students with mental health and health issues need service that supports their academic progress.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Percent at Meets Grade Level - All Grades

Subject	State	District	AA	H	W	Bilingual	Two		Eco Dis	ELL
							or	SpEd		
							More			
Reading	48%	36%	13%	30%	55%	48%	41%	9%	28%	29%
Mathematics	48%	35%	14%	30%	52%	50%	40%	12%	27%	29%
Writing	38%	22%	*	20%	30%	63%	*	*	18%	26%
Science	52%	37%	16%	31%	53%	*	*	*	29%	*
Social Studies	51%	35%	24%	27%	48%	*	*	*	26%	*

Student Academic Achievement Strengths

Students in the bilingual program perform at higher levels than district and state averages.

Student performance on the Biology, U.S. History, Eng II, and Algebra I EOC improved on the 2017 STAAR.

The percentage of sixth-grade students performing at the Approaches standard improved in mathematics (up by 8%) and reading (up by 20%) over the 2016 percentages.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. **Root Cause:** Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.

Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. **Root Cause:** The performance data of subpopulations is not being monitored and acted upon throughout the school year.

Problem Statement 3: Special education students are performing below state averages. **Root Cause:** Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.

Problem Statement 4: EL students not in the bilingual program are performing below state averages. **Root Cause:** Teaching staff is in need of training on how to support ELs.

District Processes & Programs

District Processes & Programs Summary

The district Literacy PLC created a Literacy Plan during the 2017-2018 school year that will be implemented in the 2018-2019 school year.

Teachers from across the K-8 grade levels are creating ELAR lesson plans that will be implemented in the 2018-2019 school year to augment the resources in the TEKS Resource System.

Teaching and learning expectations need to be solidified across the district.

A curriculum guide does not exist for non-core classes.

The PLC process was begun during the 2017-2018 school year. Not all PLCs positively impacted student achievement. By the end of July 2018, all core teachers will be trained in how to implement PLC.

Pacing guides were developed by core teachers across the district.

Each campus has a scheduled PLC time during the school day.

Core teachers have a common planning period across the district.

All special education students are served by a certified special education teacher in addition to their regular education classroom.

The CTE program is coordinated by the district CTE director.

Students in grades 6-12 have a Chromebook for their own use. In the lower grades, technology is distributed two to one with Chromebooks or iPads at the primary school.

At the primary and elementary campuses, reading instruction includes Wilson Foundations and guided reading.

Two instructional coordinators support district teachers.

Core teachers are involved in a collaboration with Rockdale ISD to improve instruction.

The district offers a variety of extracurricular activities to secondary students. The activities receive strong community support.

The RtI process is strong at the primary campuses but needs to be developed at the other campuses.

The district provided at least 4 books for every student to take home for summer reading in grades PK3 through 8.

District Processes & Programs Strengths

Through the process of the development of the Literacy Plan and the PLC process across the district, teacher leaders have begun to develop.

The CTE program has become better aligned to provide students opportunities to receive industry certifications under the supervision of the CTE director.

Extracurricular activities receive strong support from the community.

Reading performance at the PK-2 level is strong.

Students and teachers are well-supplied with technology.

RtI implementation is strong and consistent at the primary campus.

The district provided at least 4 books for every student to take home for summer reading in grades PK3 through 8.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Teaching and learning expectations need to be established across the district. **Root Cause:** Vertical alignment and district-wide expectations have not been implemented.

Problem Statement 2: Assessment needs to lead to student intervention across the district. **Root Cause:** The PLC and RtI process is not fully developed on all campuses.

Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. **Root Cause:** Instruction design has not been led by district expectations.

Problem Statement 4: Design of local assessments needs to be improved. **Root Cause:** Teachers need a stronger understanding of the demands of the TEKS.

Problem Statement 5: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district. **Root Cause:** Teachers have not been asked to have their resources approved by the curriculum department.

Perceptions

Perceptions Summary

Results of 2018 Teacher Survey:

84.74% of teachers believe that the district has high expectations for every student.

88.98% of teachers believe that improved academic performance is a priority on their campus.

85.60% of teachers believe that systems for measuring student progress exist on their campus.

83.05% of teachers believe that team planning is a priority on their campus.

68.65% of teachers believe that vertical alignment is a priority on their campus.

72.88% of teachers believe that their campus has an environment that is conducive to learning.

64.41% of teachers believe that they receive the necessary instructional supplies.

68.65% of teachers believe that their campus creates a sense of belonging and responsibility.

67.79% of teachers believe that staff ideas are valued on their campus.

63.56% of teachers believe that their campus culture is one of respect and support.

62.72% of teachers believe that the RtI process operates efficiently on their campus.

76.27% of teachers believe that their campus is a safe place for students.

54.23% of teachers believe that the Student Code of Conduct is consistently and fairly enforced on their campus.

76.28% of teachers believe that efforts are being made to increase parental involvement on their campus.

76.27% of teachers believe that their professional developments needs are being met.

50.85% of teachers believe that the emphasis on technology has increased student involvement.

81.36% of teachers are proud of their district.

Results of Parent Survey:

67.90% of parents report that they have had a conference with their student's teacher.

62.14% of parents agree that the district is preparing their child for the future.

65% of parents agree that their child's school has a welcoming environment.

63% of parents agree that they feel comfortable communicating with their child's principal.

71% of parents agree that their child is making academic progress.

65% of parents agree that the school is safe.

64% of parents agree that the curriculum appropriately challenges their child.

63% of parents agree that school communications are clear, helpful, and friendly.

62% of parents feel that adequate counseling services are provided at their child's school.

57% of parents agree that discipline is consistent and clearly states the consequences for misbehavior.

49% of parents agree that the school provides guidance on how to help their child at home.

69% of parents agree that the school provides adequate translation services.

84% of parents agree that school facilities are up to date and well kept.

Results of Senior Survey

69% of seniors were involved in extracurricular activities for four years. 93% of seniors were involved in extracurricular activities during part of their time in high school.

90.4% of seniors believe that their school counselor provided them with adequate information.

79.8% of seniors feel that their teachers made learning exciting and encouraged them to continue their career.

81.7% of seniors feel that they were provided adequate electives to explore career choices.

33.7% of seniors feel that they experienced significant harassment.

88.5% of seniors feel that their teacher held high standards and required quality work.

82.7% of seniors feel that they had the opportunity to take higher level classes.

81.7% of seniors feel that the adults at YHS cared about their success.

86.5% of seniors feel that the environment at YHS was safe.

89.5% of seniors feel prepared to transition to college or the work force.

89.4% of seniors feel that YHS provided them with a strong foundation in the use of technology.

84.6% of the seniors feel that their assistant principal was fair and consistent.

Perceptions Strengths

Teachers feel that the district has set high expectations for every student.

Teachers feel that systems are in place to monitor student achievement.

CISD teachers are proud fo their district.

Parents are happy with the school facilities.

Graduating seniors felt that they were prepared for their futures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Vertical alignment needs to be consistently implemented across the district. **Root Cause:** The district needs to devote time to vertical alignment.

Problem Statement 2: Systems need to be developed that allow for input from all staff. **Root Cause:** A failure of communication has occurred between administration and staff.

Problem Statement 3: Systems of communication need to be developed for teachers to request instructional supplies. **Root Cause:** Formal systems have never been developed.

Problem Statement 4: Systems for providing guidance to parents on how to help their children at home need to be developed. **Root Cause:** Formal systems have not been developed.

Problem Statement 5: Senior claims of significant harassment need to be investigated. **Root Cause:** Senior students/YHS staff have not clearly communicated regarding harassment.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Establish a culture of academic excellence.

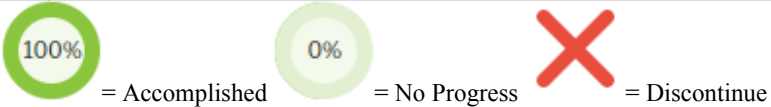
Performance Objective 1: The percentage of all students performing at the Meets or Masters Grade Level Standard on the STAAR reading assessment will increase from 40% to 43% by May 2019.

Evaluation Data Source(s) 1: Star Early Literacy, STAAR, SAT, ACT, TMSFA, Renaissance Star

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Today a Leader...Tomorrow a Reader and the Cameron Connection initiative will be implemented. Cameron Connection will develop opportunities for all students to be enriched with literature in their homes.</p>	2.4, 2.6	Superintendent Assistant Superintendent	Families in Cameron ISD will have more literature for their children. School readiness will increase. Student literacy skills will improve.			
				Problem Statements: Demographics 1, 4 - Student Academic Achievement 1 Funding Sources: Local - 6000.00		
<p>Critical Success Factors CSF 1</p> <p>2) Bilingual reading materials will be purchased for grades 3 through 5 classrooms.</p>	2.4, 2.6	Assistant Superintendent Principals Bilingual teachers	Bilingual students will be exposed to a wide variety of literature in their home language and will develop literacy skills in their L1 and L2.			
				Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3, 5 Funding Sources: Title III - 1200.00		
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>3) The primary, elementary, junior high, and high school campuses will use the Renaissance Star to track reading progress. Parents will be regularly notified throughout the year of their student's reading level.</p>	2.4, 2.5, 2.6	Superintendent Assistant Superintendent Principals Instructional Coordinators Classroom Teachers	Reading levels will improve across the district.			
				Problem Statements: Demographics 4 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 2 Funding Sources: Local - 15000.00		

4) Total Motivation Reading supplemental instructional materials will be supplied to grades 1-8.	2.4, 2.6	Principals Teachers	Student reading performance will improve.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 3 Funding Sources: Local - 20000.00					
Critical Success Factors CSF 1 5) Independent Reading with Support will be implemented for every K-12 student. Staff will be trained in supporting students during independent reading. Classroom libraries will be supplemented. Teachers will receive training to fine-tune their instruction during IR with support.	2.4, 2.5, 2.6	Assistant Superintendent Principals/Assistant Principals Instructional Coordinators	Students reading levels will rise.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3 Funding Sources: Local - 57000.00					
Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 6) The Cameron ISD Literacy plan that was developed in the 2017-2018 school year will be implemented. The implementation will increase the amount of time that students spend reading and writing throughout the school day.	2.4, 2.5, 2.6	Assistant Superintendent Principals/Assistant Principals	Literacy skills will improve for all students across the district.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 3 - Perceptions 1					
Equity Plan Strategy 7) Fifth-grade science teachers will participate in the LISTO science research project in conjunction with Texas A&M. All materials are provided by LISTO.	2.4, 2.5, 2.6	Assistant Superintendent Principal 5th grade science teachers	The project is literacy-based. Students literacy skills will be impacted across the curriculum and academic performance will improve.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3, 4, 5					
Critical Success Factors CSF 1 CSF 5 8) The Cameron ISD Book Mobile will be deployed to provide reading material to Cameron students and families.	2.6	Superintendent Assistant Superintendent Principals Transportation Director	Reading skills will improve across the community. A culture of reading will be developed.			
	Problem Statements: Demographics 1, 4, 5 - Student Academic Achievement 1 Funding Sources: Local - 10000.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students lack school readiness skills. Root Cause 1: Parents lack the resources to provide literature.

Problem Statement 4: Although some growth has occurred in parent involvement at the academic level and across all populations, more growth is needed. **Root Cause 4:** A disconnect exists between parents and school staff.

Problem Statement 5: Economically disadvantaged students and their families need to be connected to various community supports. **Root Cause 5:** Students with mental health and health issues need service that supports their academic progress.

Student Academic Achievement

Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. **Root Cause 1:** Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.

Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. **Root Cause 2:** The performance data of subpopulations is not being monitored and acted upon throughout the school year.

Problem Statement 3: Special education students are performing below state averages. **Root Cause 3:** Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.

Problem Statement 4: EL students not in the bilingual program are performing below state averages. **Root Cause 4:** Teaching staff is in need of training on how to support ELs.

School Processes & Programs

Problem Statement 1: Teaching and learning expectations need to be established across the district. **Root Cause 1:** Vertical alignment and district-wide expectations have not been implemented.

Problem Statement 2: Assessment needs to lead to student intervention across the district. **Root Cause 2:** The PLC and RtI process is not fully developed on all campuses.

Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. **Root Cause 3:** Instruction design has not been led by district expectations.

Problem Statement 4: Design of local assessments needs to be improved. **Root Cause 4:** Teachers need a stronger understanding of the demands of the TEKS.

Problem Statement 5: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district. **Root Cause 5:** Teachers have not been asked to have their resources approved by the curriculum department.

Perceptions

Problem Statement 1: Vertical alignment needs to be consistently implemented across the district. **Root Cause 1:** The district needs to devote time to vertical alignment.

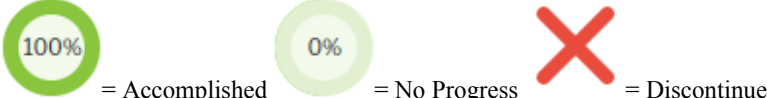
Goal 1: Establish a culture of academic excellence.

Performance Objective 2: The percentage of students performing at the Meets Standard on the STAAR math assessment will improve from 40% to 43%.

Evaluation Data Source(s) 2: District benchmarks, STAAR, EOC

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1 CSF 3 1) The math curriculum will be vertically aligned.	2.4, 2.5, 2.6	Assistant Superintendent Principals/Assistant Principals Math Teachers	Students performance in math will improve.			
	Problem Statements: Perceptions 1, 2					
Critical Success Factors CSF 1 CSF 4 2) Total Motivation Math Supplemental materials will be supplied to all 1st through 8th grade teachers and students.	2.4, 2.5, 2.6	Assistant Superintendent Principal/Assistant Principal Instructional Coordinators	Students performance in math will improve.			
	Problem Statements: School Processes & Programs 1, 3, 4, 5 - Perceptions 1, 2 Funding Sources: Local - 20000.00					
						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Teaching and learning expectations need to be established across the district. Root Cause 1: Vertical alignment and district-wide expectations have not been implemented.
Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. Root Cause 3: Instruction design has not been led by district expectations.
Problem Statement 4: Design of local assessments needs to be improved. Root Cause 4: Teachers need a stronger understanding of the demands of the TEKS.

Problem Statement 5: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district. **Root Cause 5:** Teachers have not been asked to have their resources approved by the curriculum department.

Perceptions

Problem Statement 1: Vertical alignment needs to be consistently implemented across the district. **Root Cause 1:** The district needs to devote time to vertical alignment.

Problem Statement 2: Systems need to be developed that allow for input from all staff. **Root Cause 2:** A failure of communication has occurred between administration and staff.

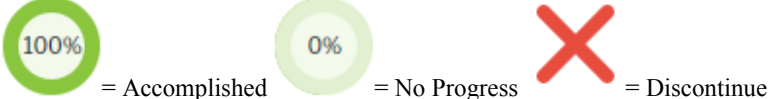
Goal 1: Establish a culture of academic excellence.

Performance Objective 3: The percentage of students performing at the Approaches and Meets Standard on STAAR science assessments will improve from 38% to 41% .

Evaluation Data Source(s) 3: STAAR science assessments

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Hands-on science will be facilitated at Cameron Elementary through the LISTO research project.	2.4, 2.5	Assistant Superintendent Principals/Assistant Principals 5th Grade science teachers	Science instruction will be more engaging, and student performance will improve			
	Problem Statements: School Processes & Programs 1, 3, 4, 5					
Critical Success Factors CSF 1 CSF 4 2) YHS students will be provided the opportunity to advance to various levels of science fair competition						
	Funding Sources: Local - 2500.00					
						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Teaching and learning expectations need to be established across the district. Root Cause 1: Vertical alignment and district-wide expectations have not been implemented.
Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. Root Cause 3: Instruction design has not been led by district expectations.
Problem Statement 4: Design of local assessments needs to be improved. Root Cause 4: Teachers need a stronger understanding of the demands of the TEKS.
Problem Statement 5: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district. Root Cause 5: Teachers have not been asked to have their resources approved by the curriculum department.

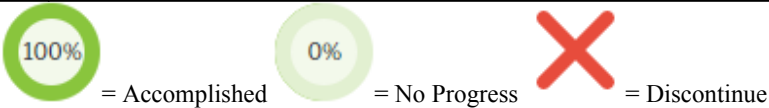
Goal 1: Establish a culture of academic excellence.

Performance Objective 4: The percentage of students performing at the Meets Grade Level Standard on the STAAR social studies assessment will improve from 40% to 43% .

Evaluation Data Source(s) 4: STAAR social studies data, district benchmarks, classroom assessments

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1 1) Professional development days will be devoted to curriculum alignment throughout the school year.	2.4	Assistant Superintendent Principal/Assistant Principals Classroom Teachers	Student performance will improve in social studies.			
	Problem Statements: Perceptions 1					
Critical Success Factors CSF 1 CSF 2 CSF 7 2) The secondary instructional coordinator will provide instructional support to all new secondary history teachers.	2.5	Assistant Superintendent Principals/Assistant Principals Secondary Instructional Coordinator Classroom teachers	Student performance in history will improve.			
	Problem Statements: School Processes & Programs 1, 2, 3, 4, 5 - Perceptions 1, 3					
						

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Teaching and learning expectations need to be established across the district. Root Cause 1: Vertical alignment and district-wide expectations have not been implemented.
Problem Statement 2: Assessment needs to lead to student intervention across the district. Root Cause 2: The PLC and RtI process is not fully developed on all campuses.
Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. Root Cause 3: Instruction design has not been led by district expectations.

Problem Statement 4: Design of local assessments needs to be improved. Root Cause 4: Teachers need a stronger understanding of the demands of the TEKS.
Problem Statement 5: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district. Root Cause 5: Teachers have not been asked to have their resources approved by the curriculum department.
Perceptions
Problem Statement 1: Vertical alignment needs to be consistently implemented across the district. Root Cause 1: The district needs to devote time to vertical alignment.
Problem Statement 3: Systems of communication need to be developed for teachers to request instructional supplies. Root Cause 3: Formal systems have never been developed.

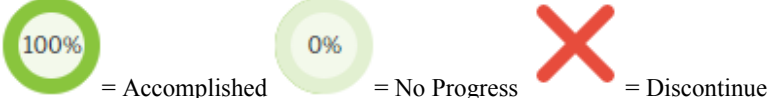
Goal 1: Establish a culture of academic excellence.

Performance Objective 5: Bilingual students will be served by bilingual-certified teachers.

Evaluation Data Source(s) 5: Teacher certifications.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers who are bilingual certified but are teaching in a bilingual classroom will receive training/support so that they can pass the bilingual certification test.</p>	2.4	Assistant Superintendent Principals	Bilingual classrooms will be taught by bilingual certified teachers.			
Problem Statements: Demographics 2						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Administrators will attend university job fairs to recruit bilingual teachers.</p>	2.4	Assistant superintendent Principals	Bilingual students will be taught by bilingual certified teachers.			
Problem Statements: Demographics 2						
<p>Critical Success Factors CSF 7</p> <p>3) Cameron ISD will participate in the state Grow Your Own grant program.</p>	2.4	Assistant Superintendent YHS Principal	Bilingual students will return to teach in Cameron ISD. Bilingual Cameron ISD employees will obtain the bilingual certification.			
Problem Statements: Demographics 2						
						

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: The district has not been successful in finding bilingual-certified teachers to serve the bilingual population at every grade level. Root Cause 2: The isolated location of the district and the shortage of bilingual teachers across the district makes it difficult to retain bilingual teachers.

Goal 1: Establish a culture of academic excellence.




Performance Objective 6: Instructional processes and programs will be strengthened.

Evaluation Data Source(s) 6: PLC Google folders, STAAR results, benchmark results

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>1) All core teachers will be trained in the PLC process, and PLCs will meet each week.</p>	2.4	Superintendent Assistant Superintendent Principals/Assistant Principals Instructional Coordinators Teacher Leaders	Student academic performance will improve.			
				Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4, 5 - Perceptions 1, 2, 3		
<p>Critical Success Factors CSF 1</p> <p>2) Tiered Intervention will be used in Grades K-12 to address students who are not meeting established learning targets.</p>	2.4	Assistant Superintendent Principals/Assistant Principals Interventionists	Student academic performance will improve.			
				Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 4 Funding Sources: Title 1 - 450160.00		
<p>Critical Success Factors CSF 1</p> <p>3) Full day PreK will be provided to four-year olds and three-year-olds as a means to ensure academic readiness. All Cameron ISD four year olds will be served in the PreK program regardless of whether they qualify for the program.</p>	2.4	Superintendent Assistant Superintendent BME Principal/Assistant Principal Instructional Coordinator	Cameron ISD students will be kindergarten-ready.			
				Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Local - 0.00		

Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 4) All teachers will be trained in The Fundamental Five instruction strategies.	2.5	Superintendent Assistant Superintendent Principals Assistant Principals Instructional Coordinators	Instruction will become more effective across the district.			
	Problem Statements: School Processes & Programs 1, 3					
Critical Success Factors CSF 1 5) In-classroom support will be provided to students who struggle academically.	2.4	Principals Assistant Principals Classroom Teachers	Academic achievement in math and reading will improve.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: Title 1 - 0.00					
6) CISD will contract with Region 6 to ensure proper funding and operation of SCE program.	2.6	Assistant Superintendent Business Manager	The SCE program will effectively support students.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: Comp ed - 5500.00					
Critical Success Factors CSF 1 CSF 7 7) All ELAR teachers will receive biweekly professional development.	2.5	Assistant Superintendent Principals/Assistant Principals Instructional Coordinators Teachers	Literacy skills will improve for all students.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 - Perceptions 2, 3					
Critical Success Factors CSF 3 CSF 7 8) Biweekly leadership meetings will be held on each campus.	2.5	Assistant Superintendent Principals Assistant Principals Instructional Coordinators	Tier 1 Instruction will improve.			
	Problem Statements: School Processes & Programs 1, 3					
Critical Success Factors CSF 1 CSF 4 CSF 7 9) ELAR teachers will meet in the summer of 2018 and every six weeks to plan effective lesson plans.	2.4	Assistant Superintendent Principals Teacher Leaders	Student literacy skills will improve.			
	Problem Statements: Student Academic Achievement 1					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 6 Problem Statements:

Demographics	
Problem Statement 1: Economically disadvantaged students lack school readiness skills. Root Cause 1: Parents lack the resources to provide literature.	
Student Academic Achievement	
Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. Root Cause 1: Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.	
Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. Root Cause 2: The performance data of subpopulations is not being monitored and acted upon throughout the school year.	
Problem Statement 3: Special education students are performing below state averages. Root Cause 3: Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.	
Problem Statement 4: EL students not in the bilingual program are performing below state averages. Root Cause 4: Teaching staff is in need of training on how to support ELs.	
School Processes & Programs	
Problem Statement 1: Teaching and learning expectations need to be established across the district. Root Cause 1: Vertical alignment and district-wide expectations have not been implemented.	
Problem Statement 2: Assessment needs to lead to student intervention across the district. Root Cause 2: The PLC and RtI process is not fully developed on all campuses.	
Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. Root Cause 3: Instruction design has not been led by district expectations.	
Problem Statement 4: Design of local assessments needs to be improved. Root Cause 4: Teachers need a stronger understanding of the demands of the TEKS.	
Problem Statement 5: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district. Root Cause 5: Teachers have not been asked to have their resources approved by the curriculum department.	
Perceptions	
Problem Statement 1: Vertical alignment needs to be consistently implemented across the district. Root Cause 1: The district needs to devote time to vertical alignment.	
Problem Statement 2: Systems need to be developed that allow for input from all staff. Root Cause 2: A failure of communication has occurred between administration and staff.	
Problem Statement 3: Systems of communication need to be developed for teachers to request instructional supplies. Root Cause 3: Formal systems have never been developed.	

Goal 1: Establish a culture of academic excellence.

Performance Objective 7: The percentage of students performing at the Approaches and Meets Standard on the STAAR writing assessment will improve as follows:

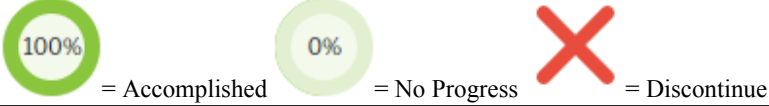
- 4th Grade
57
60
- 7th Grade
54
57
- 9th Grade
59
62
- 10th Grade
60
63

Evaluation Data Source(s) 7: Classroom assessments
District benchmarks
STAAR/EOC

Summative Evaluation 7: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) EOC intervention courses will be provided at YHS.</p>	2.4	Assistant Superintendent YHS Principal/Assistant Principal Secondary Instructional Coordinator	Performance of EOC retesters will improve.			
Problem Statements: Student Academic Achievement 1, 2, 3, 4						

Critical Success Factors CSF 1 CSF 3 CSF 7 2) The writing/grammar curriculum will be aligned.	2.5	Assistant Superintendent Principals Assistant Principals Instructional Coordinators Teacher Leaders	Writing performance will improve.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1, 2					
Critical Success Factors CSF 7 3) All STAAR-tested writing teachers will meet with the Assistant Superintendent weekly to plan instruction and discuss student progress.	2.4	Assistant superintendent Principals	Writing performance will improve.			
	Problem Statements: Student Academic Achievement 1					
						

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. Root Cause 1: Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.
Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. Root Cause 2: The performance data of subpopulations is not being monitored and acted upon throughout the school year.
Problem Statement 3: Special education students are performing below state averages. Root Cause 3: Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.
Problem Statement 4: EL students not in the bilingual program are performing below state averages. Root Cause 4: Teaching staff is in need of training on how to support ELs.
School Processes & Programs
Problem Statement 1: Teaching and learning expectations need to be established across the district. Root Cause 1: Vertical alignment and district-wide expectations have not been implemented.
Perceptions
Problem Statement 1: Vertical alignment needs to be consistently implemented across the district. Root Cause 1: The district needs to devote time to vertical alignment.
Problem Statement 2: Systems need to be developed that allow for input from all staff. Root Cause 2: A failure of communication has occurred between administration and staff.

Goal 1: Establish a culture of academic excellence.

Performance Objective 8: Accountability Domain III will improve from a score of 66 to 70.

Evaluation Data Source(s) 8: Subpopulation Tracking Data




District benchmarks

STAAR/EOC

Summative Evaluation 8: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) PLCs will meet each week and track student performance on a student by student and TEK by TEK basis. Interventions and extensions will be provided based on the data reported weekly.</p>	2.4	Superintendent Assistant Superintendent Principals/Assistant Principals Instructional Coordinators	Subpopulation groups will make progress toward Domain III goals.			
				Problem Statements: Student Academic Achievement 1, 2, 3, 4		
<p>Critical Success Factors CSF 1</p> <p>2) The performance of subpopulation students will be tracked throughout the year. Teachers will report the efforts used to increased the academic performance of the students. PLC and RTI teams will devise plans to meet the needs of struggling students.</p>	2.4	Assistant Superintendent Principals/Assistant Principals Instructional Coordinators Interventionists Classroom Teachers	Subpopulation groups will make progress toward Domain III goals.			
				Problem Statements: Student Academic Achievement 1, 2, 3, 4		
<p>Critical Success Factors CSF 1</p> <p>3) CCMR data for each student will be tracked and acted upon by the YHS principal, the YHS assistant principal, YHS CTE teachers, and YHS counselors.</p>	2.4	Superintendent Assistant Superintendent YHS Principal YHS Counselors CTE Teachers	CCMR data will show an improvement in the number of 2019 graduates who achieve CCMR goals.			
				Problem Statements: Student Academic Achievement 1, 2, 3, 4		

Critical Success Factors CSF 1 4) Tiered interventions will be provided to struggling students.	2.4	Assistant Superintendent Principals/Assistant Principal RtI Committees Interventionists	The academic performance of subpopulation students will improve.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
Critical Success Factors CSF 1 5) The YHS counselors will conduct Senior Seminar to ensure that 2018-2019 seniors achieve CCMR goals.	2.4	YHS Principal YHS Counselors	CCMR data will show an improvement in the number of 2019 graduates who achieve CCMR goals.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
Critical Success Factors CSF 1 6) A district family liaison will be added to the district staff to provide support to struggling students and their families.	2.6	Superintendent Assistant Superintendent Principals Family Liaison	Subpopulation students will make progress toward Domain III goals.			
	Problem Statements: Demographics 3, 4, 5 - Student Academic Achievement 1, 2, 3, 4					
Critical Success Factors CSF 1 CSF 3 CSF 7 7) Monthly data meetings will be held on each campus.	2.6	Superintendent Assistant Superintendent Principals Instructional Coordinators Teacher Leaders	Subpopulation academic performance will improve.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 3: Low performing students are most often chronically absent and/or tardy. Daily attendance rates have fallen across the district. Root Cause 3: Cameron ISD has not engaged dtudents and their parents in the learning process.
Problem Statement 4: Although some growth has occurred in parent involvement at the academic level and across all populations, more growth is needed. Root Cause 4: A disconnect exists between parents and school staff.
Problem Statement 5: Economically disadvantaged students and their families need to be connected to various community supports. Root Cause 5: Students with mental health and health issues need service that supports their academic progress.
Student Academic Achievement

Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. **Root Cause 1:** Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.

Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. **Root Cause 2:** The performance data of subpopulations is not being monitored and acted upon throughout the school year.

Problem Statement 3: Special education students are performing below state averages. **Root Cause 3:** Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.

Problem Statement 4: EL students not in the bilingual program are performing below state averages. **Root Cause 4:** Teaching staff is in need of training on how to support ELs.

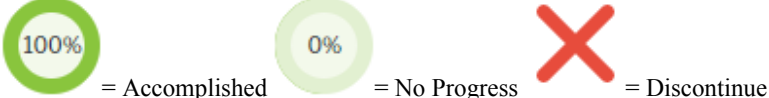
Goal 1: Establish a culture of academic excellence.

Performance Objective 9: Students will be educated in learning environments that are safe and conducive to learning.

Evaluation Data Source(s) 9: PEIMS Discipline Data; Educators' Handbook Reports

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) Continue evaluating, revising, and implementing the safe and secure emergency response plan including the implementation of an emergency drill that includes all local emergency responders.</p>	2.4	Superintendent YHS Principal YHS Assistant Principal	Cameron ISD will be safe for all stakeholders.			
Problem Statements: Perceptions 2						
<p>Critical Success Factors CSF 6</p> <p>2) All staff who interact with students will be trained by a Ruby Payne associate on Emotional Poverty in all Demographics.</p>	2.4, 2.5	Superintendent Assistant Superintendent Principals Assistant Principals	Student learning time will and school safety will improve.			
Problem Statements: Student Academic Achievement 1, 2, 3, 4						
						

Performance Objective 9 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. Root Cause 1: Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.</p>
<p>Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. Root Cause 2: The performance data of subpopulations is not being monitored and acted upon throughout the school year.</p>
<p>Problem Statement 3: Special education students are performing below state averages. Root Cause 3: Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.</p>

Problem Statement 4: EL students not in the bilingual program are performing below state averages. Root Cause 4: Teaching staff is in need of training on how to support ELs.
Perceptions
Problem Statement 2: Systems need to be developed that allow for input from all staff. Root Cause 2: A failure of communication has occurred between administration and staff.

Goal 1: Establish a culture of academic excellence.




Performance Objective 10: Support services will be provided to students to maximize learning readiness.

Evaluation Data Source(s) 10: Program participation records, Attendance Rates, Discipline Reports

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1 1) Weekend food distribution to students in Cameron Prep offered through the Capital Area Food Bank	2.4	CES/CJH Principal CES/CJH Counselor CES/CJH Family Liaison	Students' nutrition will be sustained through the weekends making them more prepared to learn during the weekend.			
	Problem Statements: Demographics 5					
Critical Success Factors CSF 1 2) A DAEP will be staffed that provides an opportunity for students to academically and behaviorally progress	2.4	YHS Principal YHS Assistant Principal	Students' academic progress will not be hindered by misbehavior.			
	Problem Statements: Student Academic Achievement 1					
3) Parents of prekindergarten children will be supported with parent trainings and involvement activities.	3.2	Assistant Superintendent BME Principal/Assistant Superintendent PreK Teachers	Parental involvement and academic achievement will increase. Students will be prepared to enter kindergarten			
	Problem Statements: Demographics 4, 5 - Student Academic Achievement 1					
Critical Success Factors CSF 5 4) Blackboard Connect will be used to notify parents of school events, information about their child, school closings, etc.	2.4	Superintendent Principals	Parental involvement will increase.			
	Problem Statements: Demographics 4 - Student Academic Achievement 1 Funding Sources: Title 1 - 4700.00					
Critical Success Factors CSF 5 5) SeeSaw will be used at BME and CES to communicate with parents.	3.2	Principals	Parent Involvement will increase.			
	Problem Statements: Demographics 4 - Student Academic Achievement 1 Funding Sources: Title 1 - 4000.00					

Critical Success Factors CSF 1 CSF 4 CSF 5 6) A truancy officer will be added to district staff.	2.6	Superintendent Assistant Superintendent Principals Assistant Principals	The attendance of chronically absent students will improve.			
	Problem Statements: Demographics 3 Funding Sources: Grant - 45000.00					
7) A family liaison will be added to district staff to provide mental health support to students. The liaison will also work to increase family involvement and address student social and physical needs as needed.	2.4	Superintendent Assistant Superintendent Principals Assistant Principal Family Liaison	Student academic performance will improve.			
	Problem Statements: Demographics 3, 4, 5 - Student Academic Achievement 1 - Perceptions 4, 5 Funding Sources: Local - 0.00					
Critical Success Factors CSF 1 8) A School Resource Officer will be added to district staff to increase the safety for all stakeholders on all campuses.	2.4	Superintendent Assistant Superintendent Principals SRO	Academic performance will improve as all stakeholders feel safe on their campus.			
	Problem Statements: Student Academic Achievement 1					
Critical Success Factors CSF 1 CSF 5 9) Parent Conferences and Title I meetings will be held.	3.1	Assistant Superintendent Principals	Parent involvement will increase and become more effective.			
	Problem Statements: Demographics 4 - Student Academic Achievement 1					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 3: Low performing students are most often chronically absent and/or tardy. Daily attendance rates have fallen across the district. Root Cause 3: Cameron ISD has not engaged dtudents and their parents in the learning process.
Problem Statement 4: Although some growth has occurred in parent involvement at the academic level and across all populations, more growth is needed. Root Cause 4: A disconnect exists between parents and school staff.
Problem Statement 5: Economically disadvantaged students and their families need to be connected to various community supports. Root Cause 5: Students with mental health and health issues need service that supports their academic progress.
Student Academic Achievement

Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. **Root Cause 1:** Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.

Perceptions

Problem Statement 4: Systems for providing guidance to parents on how to help their children at home need to be developed. **Root Cause 4:** Formal systems have not been developed.

Problem Statement 5: Senior claims of significant harassment need to be investigated. **Root Cause 5:** Senior students/YHS staff have not clearly communicated regarding harassment.

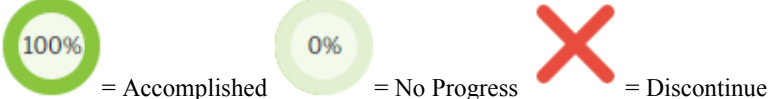
Goal 2: Develop a climate to develop individual potential.

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

Evaluation Data Source(s) 1: Goal setting data from each campus, Campus data boards, DMAC data, STAAR/EOC data

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) Students will establish individual learning goals and receive recognition for meeting individual progress.</p>	2.4	Principals Assistant Principals Instructional Coordinators Teachers	Student academic performance will improve.			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
<p>Critical Success Factors CSF 1</p> <p>2) Campuses will establish data boards to track the growth of individual students.</p>	2.4	Principals Assistant Principals Instructional Coordinators Teachers	Students will experience one year's growth in math and reading.			
Problem Statements: Student Academic Achievement 1, 2, 3, 4						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. Root Cause 1: Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.</p>
<p>Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. Root Cause 2: The performance data of subpopulations is not being monitored and acted upon throughout the school year.</p>
<p>Problem Statement 3: Special education students are performing below state averages. Root Cause 3: Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.</p>

Problem Statement 4: EL students not in the bilingual program are performing below state averages. Root Cause 4: Teaching staff is in need of training on how to support ELs.
School Processes & Programs
Problem Statement 1: Teaching and learning expectations need to be established across the district. Root Cause 1: Vertical alignment and district-wide expectations have not been implemented.

Goal 2: Develop a climate to develop individual potential.

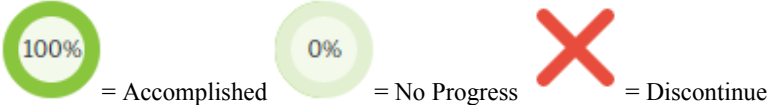
Performance Objective 2: Effective transitions will occur for students throughout our system to include postsecondary preparation

Evaluation Data Source(s) 2: Graduation rates, Achievement Data, Student and Parent Surveys

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1 CSF 5 1) An MOU will be developed with Hill Country Community Action Association to place a district teacher in the local Head Start facility.	2.4	Assistant Superintendent BME Principal and Assistant Principal	Head Start students will be kindergarten-ready.			
	Problem Statements: Demographics 1					
Critical Success Factors CSF 1 2) A MOU will be developed with Temple College to provide YHS students with dual credit courses with a Temple College professor on campus.	2.5	Superintendent YHS Principal and Assistant Principal	Students will receive college credit while in high school making them more likely to complete a college degree.			
	Problem Statements: Student Academic Achievement 1, 2, 3, 4					
Critical Success Factors CSF 1 3) All students at CJH will take career exploration courses.	2.4	CJH Principal Teachers	Students will be better prepared to be involved in the creation of their graduation plan.			
	Problem Statements: Student Academic Achievement 1					
Critical Success Factors CSF 1 4) Bilingual education, to include associated training, will be implemented and expanded in Grades PreK-5 as a means to transition second language learners.	2.4	Assistant Superintendent BME and CES Principals and Assistant Principals Bilingual Teachers	Bilingual students will be academically successful.			
	Problem Statements: Demographics 2 - Student Academic Achievement 1					

<p>Critical Success Factors CSF 1</p> <p>5) Edgenuity will be provided as a credit recovery opportunity for students who lack sufficient academic credits to graduate in four years.</p>	2.4	YHS Principal and Assistant Principal Paraprofessional assigned to the Edgenuity classroom	Students will recover lost credit.			
	Problem Statements: School Processes & Programs 1, 2, 3, 4, 5					
<p>Critical Success Factors CSF 1</p> <p>6) Students will be supported in their efforts to take certification tests.</p>	2.4	YHS Principal and Assistant Principal CTE Teachers CTE Director	Students successfully completing certifications will increase by 3% over last year.			
	Problem Statements: Student Academic Achievement 2, 3, 4 - School Processes & Programs 1					
<p>Critical Success Factors CSF 1</p> <p>7) Homebound services will be provide to ill and pregnant students as needed.</p>	2.4	Principals Assistant Principals Counselors	Students who are unable to attend classes on campus will be academically successful.			
	Problem Statements: Demographics 5 - Student Academic Achievement 1, 2, 3, 4					
<p>Critical Success Factors CSF 1</p> <p>8) A MOU will be developed with Temple College to provide students with ELAR and math classes to develop college readiness.</p>	2.4	Assistant Superintendent YHS Principal YHS Assistant Principal Teachers	The percentage of students who are college and career ready will increase.			
	Problem Statements: School Processes & Programs 1, 2, 3, 4, 5					
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Economically disadvantaged students lack school readiness skills. Root Cause 1: Parents lack the resources to provide literature.
Problem Statement 2: The district has not been successful in finding bilingual-certified teachers to serve the bilingual population at every grade level. Root Cause 2: The isolated location of the district and the shortage of bilingual teachers across the district makes it difficult to retain bilingual teachers.
Problem Statement 5: Economically disadvantaged students and their families need to be connected to various community supports. Root Cause 5: Students with mental health and health issues need service that supports their academic progress.
Student Academic Achievement
Problem Statement 1: Literacy achievement is low. Reading performance at the Meets level is below the state average of 48% at 36%. Writing achievement at the Meets level is below the state average of 38 % at 22%. Root Cause 1: Cameron ISD students do not practice reading and writing with the regularity that they should during the school day in order to perform on grade level.

Problem Statement 2: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. **Root Cause 2:** The performance data of subpopulations is not being monitored and acted upon throughout the school year.

Problem Statement 3: Special education students are performing below state averages. **Root Cause 3:** Special education teaching staff is in need of training on how to assist special educations who are academically below grade level meet the demands of the grade level TEKS.

Problem Statement 4: EL students not in the bilingual program are performing below state averages. **Root Cause 4:** Teaching staff is in need of training on how to support ELs.

School Processes & Programs

Problem Statement 1: Teaching and learning expectations need to be established across the district. **Root Cause 1:** Vertical alignment and district-wide expectations have not been implemented.

Problem Statement 2: Assessment needs to lead to student intervention across the district. **Root Cause 2:** The PLC and RtI process is not fully developed on all campuses.

Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. **Root Cause 3:** Instruction design has not been led by district expectations.

Problem Statement 4: Design of local assessments needs to be improved. **Root Cause 4:** Teachers need a stronger understanding of the demands of the TEKS.

Problem Statement 5: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district. **Root Cause 5:** Teachers have not been asked to have their resources approved by the curriculum department.

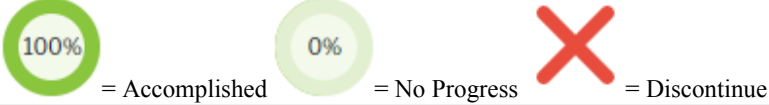
Goal 3: Utilize innovative technology to stimulate continuous learning.

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

Evaluation Data Source(s) 1: Classroom Walkthroughs, student projects

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
Equity Plan Strategy Critical Success Factors CSF 1 CSF 7 1) Instructional coordinators will guide K-12 teachers toward implementing instruction that incorporates various technologies.	2.5	Assistant Superintendent Campus Principals Campus Assistant Principals Instructional Coordinators Teachers	Teachers will successfully integrate technology into instruction and students will be engaged.			
	Problem Statements: School Processes & Programs 1, 3					
Critical Success Factors CSF 1 CSF 4 2) Students in grades 4 and 5 will have one-to-one Chromebooks available for their use at the campus.	2.5	Principals Assistant Principals Instructional Coordinator Tech Director	Instruction will become more engaging and academic success will increase.			
	Problem Statements: School Processes & Programs 3					
						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teaching and learning expectations need to be established across the district. Root Cause 1: Vertical alignment and district-wide expectations have not been implemented.
Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. Root Cause 3: Instruction design has not been led by district expectations.


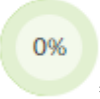

Goal 3: Utilize innovative technology to stimulate continuous learning.

Performance Objective 2: Student participation in the annual Technology Showcase will increase.

Evaluation Data Source(s) 2: Participation records

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1 CSF 4 1) The Technology Showcase format will continue as a "fair" type of format at the secondary level.	2.5	Campus Principals	Student and family participation will increase. Student engagement will increase.			
Problem Statements: School Processes & Programs 3						
Critical Success Factors CSF 1 CSF 4 2) Students at BME and CES will share their technology projects with their parents in their classrooms on Technology Showcase Night.	2.5, 3.2	Principals	Student and family participation will increase. Student engagement will increase.			
Problem Statements: School Processes & Programs 3						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 3) Selected students will present their projects at a meeting of the Cameron ISD School Board.	2.5, 3.2	Superintendent Principals Teachers	Technology integration will improve and increase. Students will be honored for their hard work and expertise.			
Problem Statements: School Processes & Programs 3						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Tier I instruction needs to be more rigorous and engaging across the district. Root Cause 3: Instruction design has not been led by district expectations.

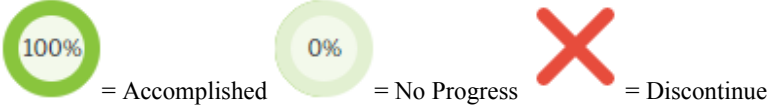
Goal 4: Foster success while maintaining fiscal responsibility.

Performance Objective 1: The annual audit will be free of major discrepancies.

Evaluation Data Source(s) 1: Budget Records, Inventory Records, Annual Audit

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Monthly reports will be provided to the Board of Trustees related to the expenditure of budgeted funds		Superintendent Business Manager	Fiscal responsibility will be maintained.			
2) The Business Manager will maintain close contact with the auditing firm throughout the school year in order to proactively maintain effective accounting systems.		Superintendent Business Manager	Fiscal responsibility will be maintained.			
						




Goal 4: Foster success while maintaining fiscal responsibility.

Performance Objective 2: Processes will be used to anticipate future expenditures

Evaluation Data Source(s) 2: Annual Audit

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) Anticipated capital expenditure plan will be maintained and updated		Superintendent	Fiscal planning will be assured.			
2) Director Reports will be given yearly including personnel, short and long term goals, inventory, and job descriptions.		Superintendent Department Directors	Processes will be monitored and plans for growth/improvement will be based on data.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: Foster success while maintaining fiscal responsibility.

Performance Objective 3: Cameron ISD will maintain a Superior Financial Integrity Rating

Evaluation Data Source(s) 3: FIRST Report

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
1) The district will maintain strong internal controls over financial reporting and compliance for local, state, or federal funds.		Superintendent Business Manager	Fiscal responsibility will be maintained.			
2) Financial reports and data will be submitted to TEA in a timely manner.		Superintendent Business Manager	Fiscal responsibility will be maintained.			
3) The district will maintain cash on hand and current investments in the general fund to sufficiently cover operating expenses.		Superintendent Business Manager	Fiscal responsibility will be maintained.			
4) The district will maintain a ratio of long-term liabilities to total assets that supports long-term solvency.		Superintendent Business Manager	Fiscal responsibility will be maintained.			
5) The superintendent will conduct regular meetings with the business manager in order to proactively collaborate regarding accounting systems.		Superintendent Business Manager	Fiscal responsibility will be maintained.			
