

Cameron Elementary



Campus Improvement Plan 2013-2014

Cameron ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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2013 - 2014

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Cameron Elementary Mission Statement

We will provide a safe, child-centered, nurturing, and positive environment for students, staff, and parents. All will be accepted, respected, and valued for their uniqueness and will be encouraged to risk, to learn, and to grow. Our students will be provided an equal opportunity for a challenging and productive learning environment to meet their future needs.

Cameron Elementary Motto

A R.E.A.L. School: Respect, Education, Attitude, & Learning

All campuses in Cameron ISD are designated School wide Title I campuses. Where possible, Cameron ISD coordinates all of it's federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

Cameron Elementary Campus Goals and Objectives.

Goal 1. Providing an environment that maximizes the learning ability of all students.

Goal 2. Providing a safe, flexible, and disciplined learning environments for all students.

Goal 3. Utilizing innovative technology to access and create content and collaborate with others worldwide to stimulate learning beyond the classroom.

Goal 4. Transforming the learning environment by increasing expectations and encouraging innovation so that students become effective problem-solvers and attain higher goals.

Goal 5. Providing an environment that maximizes the learning ability of all students.

Cameron Independent School District Goals and Objectives

Goal 1. Providing safe, flexible, and disciplined learning environments for all students.

Objective 1.1: Students will be educated in learning environments that are safe and conducive to learning.

Objective 1.2: Facilities will be enhanced in order to promote Cameron ISD in positive ways.

Objective 1.3: Administrators and staff will consistently follow policies and procedures of the District.

Goal 2. Developing a climate of positive parent and community involvement through open communication.

Objective 2.1: Each campus will ensure that parents and community participate in all aspects of our students' education.

Objective 2.2: CISD Will use various methods of communicating with the public.

Objective 2.3: Cameron staff will promote CISD in positive ways

Objective 2.4: Cameron staff will create a culture of high expectations for professionalism and character.

Goal 3. Utilizing innovative technology to access and create content and collaborate with others worldwide to stimulate learning beyond the classroom.

Objective 3.1: Instructional leadership practices will result in improved student performance.

Objective 3.2: Students will create technology enriched performance indicators based on Bloom's Digital Taxonomy.

Goal 4. Transforming the learning environment by increasing expectations and encouraging innovation so that students become effective problem-solvers and attain higher goals.

Objective 4.1: All students will utilize technology, receive post-secondary opportunities and career training.

Objective 4.2: A teach of technology integration specialist will be established to support the district's instructional staff.

Goal 5. Providing an environment that maximized the learning ability of all students.

Objective 5.1: Reading and writing performance will exceed 90% on STAAR/EOC in all student groups.

Objective 5.2: Math and Science performance will exceed 80% on STAAR/EOC in all student groups.

Objective 5.3: Special programs will meet or exceed state and federal assessment standards.

Objective 5.4: The completion rate of the district will exceed 95%.

Objective 5.5: All limited English proficient students will show at least one level of advancement on TELPAS.

ESEA Performance Goals, Performance Indicators, and Performance Targets

The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all;

Have highly qualified teachers and principals;

Provide a learning environment that is safe and drug free, and conducive to learning; and are accountable to the public for results.

Performance Goals and Performance Indicators

To facilitate the implementation of the No Child Left Behind Act, the U. S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local, and federal educational resources will be integrated and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act.

ESEA Goals and Indicators

1. Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

2. Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1

2.3 Performance indicator: The percentage of limited English proficient students are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in section 9101 (34)].

3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

5. Performance goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

-calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

-calculated in the same manner as used in National Center for Education Statistics reports on common core of data.

Ten Component Parts of a School wide Program

Title I Program Guidelines stipulate that there are 10 required program components for a successful academic program. Each of the 10 components must be addressed in the improvement plans and in the work done both district-wide and at each campus.

Components

1. Comprehensive Needs Assessment

AEIS

STAAR

Attendance/Drop-out

Surveys (parent, community, teacher, student)

Other Assessment Results (TPRI, Pre-Taks, District Criteria Tests)

2. School Reform Strategies (Revised Components)

Provide opportunities for all students to meet the advanced levels of academic achievement

Use effective methods and instructional strategies that are based on **scientifically based research** that

- * Strengthen the core academic program in the school

- * Increase the amount and quality of learning time

- * Include strategies for meeting the needs of historically underserved populations

Address the needs of all children but particularly the needs of the targeted populations

(STAAR Reading, Writing, Math, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom Management)

3. Instruction by Highly Qualified Professional Staff

Teachers hired on or after the first day of the 2002-2003 school year must be highly qualified before being hired.

Teachers hired before the first day of the 2002-2003 school year must be highly qualified by the last day of the 2005-2006 school year.

Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.

Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006.

4. High Quality Professional Development

5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.

Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.

Professional development activities are **high quality, sustained, intensive, and classroom focused** in order to and lasting impact on classroom instruction and the teacher's performance in the classroom and **are not one day short term workshops or conferences. However, several one-day workshops that can be tied back to one instructional goal or objective that can meet the definition of sustained and intense.**

5. Parental Involvement

LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities

95% of the 1% must be allocated to the Title I Part A campus

Must have a written parent involvement policy that describes strategies to increase parental involvement such as literacy services.

School/Parent Compacts

- * Developed jointly with parents
- * Describe the responsibilities of the school, the parents, and the students.
- * Go to all districts

(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

6. Strategies to Attract High/quality, Highly Qualified Teachers (New Component)

Job Fairs

Recruiting

Forming partnerships with institutes of higher education to establish school based teacher training programs

Create programs to enable paraprofessionals to obtain the education necessary for them to become certified

7. Transition

Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early First, or a state run preschool program to local elementary school programs; elementary to middle school; middle school to high school

- * Establish channels of communication between campuses

- * Curriculum Alignment
- * Planning meetings involving parents and teachers of the transitioning campus
- * Joint transition related training of the staffs

8. Teachers Included in Decisions Regarding the Use of Assessments

Provide information on the achievement of individual students

Provide information on the overall instructional program

- * Pre-TAKS/ Release TAKS
- * Alternative Assessments
- * ESL
- * Achievement Tests

9. Students Experiencing Difficulty

Student difficulties are identified in a timely manner

Students are given effective and timely additional assistance

Professional Development for teachers in identification and strategies to assist students experiencing difficulty

Communication with parents for students who have not mastered standards

(Data disaggregation, Tutorials, Computer Assisted Instruction)

10. Coordination of Federal, State, and Local Services and Programs (New Component)

Campus Improvement Plans must clearly show how coordination and integration occurs between programs

- * Federal Title Programs
- * Violence Prevention Programs
- * Nutrition Programs
- * Head Start

(See Appendix for all data)

The Needs Assessment for development of the 2013-2014 Cameron Elementary Campus Improvement Plan includes the following:

Cameron Elementary School- Comprehensive Needs Assessment 2012-2013

Students and Staff

What we are doing well

1. Communication with parents through website, emails, letter/notes home, posterous CES account
2. Weekly Staff Development meetings
3. Demographic Knowledge
4. At – Risk Student Strategies using CIS
5. Tutorial/Enrichment Schedule

Areas of Need:

1. Attendance

- a. Currently awarding 2 bicycles per semester for perfect attendance
- b. Currently awarding popcorn party to homerooms with the best percentage of perfect attendance per six weeks
- c. Currently sending home reminder of student absences to parents at 3, 5, and 7 seven absences
- d. Implement “CES Y-Award” incentive program where students can earn points for attendance toward an incentive at the end of the semester.

2. Training Opportunities

- a. We need to implement some viable inclusion training for teachers on how to better effectively implement and utilize inclusion for all students
- b. Plan to address differentiated Instructional practices training

3. Strategies

- a. Currently implementing Rachel’s Challenge (FOR) Friends of Rachel Team to promote random “acts of kindness,” creating a “chain reaction,” and a school kindness club.
- b. Students attend Guidance Classes at least one time per week to address age appropriate social guidance.
- c. Need to implement specific Guidance Curriculum implemented by the counselor to target our student population.

4. Failure List

- a. Need to lower the amount of 5th Grade failures per six weeks’ period.
- b. Currently holding SIT Meetings when a student fails two six weeks’ period in a row.
- c. Need to hold SIT Meetings more frequently and link positive professional research based Rtl Strategies to SIT Meetings.

5. Design Success of Remedial Program

- a. Implement collaborative vertical Rtl tool addressing student needs in TIER III, II, and I (such as Wilson Just Words, or iStation)>
- b. Need to address Rtl program across subject areas and grade levels.

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective(s): 1.1, 1.3

NCLB Objective(s): 1.2, 1.3

School wide Components: 1, 2, 7, 8,

9, 10

Summative Evaluation: TAKS, PBMAS, AEIS, AYP

Strategy	Resource	Person Responsible	Timeline	Evaluation
3-5 reading professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the CSCOPE curriculum used that will be used in the district.	Local Funds SCE Title I Title II Funds	Principal Reading Interventionist	Continuous	Staff development agendas, Sign-In Sheets Lead4ward Modules and Webinars
The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RTI) Tier Level Classes will use the Voyager materials in grades 3-5, and Wilson	Title I Funds Title II Funds	Principal Reading Coach Reading Interventionist Teachers	Each 6 weeks	
Practice STARR and benchmark tests will be given on each campus regularly, using <i>TAG</i> , <i>CSCOPE</i> , and other assessment sources to analyzed student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner.	Local Funds	Principal Reading Coach Teachers	Each 6 weeks	Data results disaggregated and results shared in content team meetings - Agendas
Teachers will utilize instructional technology to enhance instruction using Smart Boards, United-Streaming videos, and computers. (Elmos and I-Pads included), Web 2.0 Tools, Apps (for iPads) & PBL Sites	Local Funds Title II Funds	Principal Teachers	Sept. 2013-May 2014	Walkthrough Reports, Software Usage Reports
Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 3-5. CSCOPE will continue to be implemented to assist in lesson planning and scope and sequence building. Istation will aide in targeting TIER II And III Struggling	Local Funds Title VI Funds	Principal Teachers	Each 6 weeks	Report of Progress in content team meetings - Agendas Principal will evaluate use of Forethought through reporting Istation
Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and begin STARR remediation will be continued and expanded if possible.	SCE Title I Funds Title VI Funds	Principal	Sept. 2013-May 2014	Student sign in sheets, TAKS sores of students attending Istation

Initiate the "Read to Succeed" Program. YHS students will read to the younger students at Cameron elementary and serve as role models and to increase the number of books read by students.	Local	Campus Principals	Fridays throughout the school year	Campus Reports of students participating
Provide small group instruction to meet the needs of individual students before, during, and after school.	Local Funds	Principal Reading Coach Teachers	Sept. 2013-May 2014	Tutorial record, Student progress
Two Scholastic book fairs will be held to promote reading and each child will receive a free book, courtesy of the CES PTO Club.	CES Booster Club	Principal Librarian PTO Club	Sept. 2013-May 2014	Student attendance at book fair, list of books given out
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)	Local Funds	Principal Teachers	Sept. 2013-May 2014	Accelerated Reading reports
Cameron Elementary School will provide summer school for students that do not attain passing marks in their reading class or on the Reading assessments	Title I Funds	Principal Teachers	June - July 2013	Grade Reports

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective(s): 1.1, 1.3

NCLB Objective(s): 1.2, 1.3

School wide Components: 1, 2, 7, 8,

Summative Evaluation: TAKS, PBMAS, AEIS, AYP

Strategy	Resource	Person Responsible	Timeline	Evaluation
Mathematics teachers will receive professional development regarding the use of TEKSing Toward STAAR and in the use of the Think Through Math program and on strategies for teaching measurement.	Local Funds	Principal Lead Teachers	Sep-13	Participation Certificates, agendas, sign-in sheets
The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RTI) Tier Level Classes will use MSTAR/Think Through Math	Title I Funds SCE Funds	Principal Reading Coach Reading Interventionalist Teachers	Each 6 weeks	Student performance in each campus accelerated program
Curriculum will continue to be vertically aligned using TEKSing Toward STAAR that fully implement the TEKS 3-5. Forethought & CSCOPE will continue to be utilized to assist in lesson planning and scope and sequence building.	Local Funds Title VI	Principal Teachers	Each 6 weeks	Report of Progress in content team meetings - Agendas Principals will evaluate use of Forethought through reporting
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).	Title I Funds SCE Funds	Principal Teachers	Each 6 weeks	Student performance in each campus accelerated program
Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Local Funds	Principal Teachers	Sept. 2013-May 2014	Benchmark results, Math Team Meeting Agendas

Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in CSCOPE. Teachers and campus staff will use the scope and sequence developed in CSCOPE when planning lessons and calendars.	Local Funds, Title VI	Principal Teachers	Sept. 2013-May 2014	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting
All Campus science curriculum and instructional materials will continue to be analyzed, modified, and addressed to meet STAAR and campus goals.	Local Funds	Principal Teachers	Sept. 2013-May 2014	Science TAKS, Purchase Orders, Science team Agendas
Teachers will utilize instructional technology to enhance instruction using Smart Boards, United-Streaming videos, and computers using Elmos and I-Pads as well.	Title III Local Funds	Principal Teachers	Sept. 2013-May 2014	Walkthrough Reports, Software Usage Reports
Provide small group instruction to meet the needs of individual students before, during, and after school.	Local Funds	Principal Teachers	Sept. 2013-May 2014	Tutorial record, Student progress
Provide Math Lab time during Specials time to enhance the STAAR that are being taught in the regular classroom, using Target Math Intervention by Lone Star Learning.	Local Funds Title II SCE	Principal Science Teachers Science Lab Paraprofessional	Sept. 2013-May 2014	Classroom Walkthroughs, student performance on Benchmark assessments and 5th grade TAKS results
Target Math and Seeing Science Structures bulletin boards will be used to review the skills that have already been taught as well as used to pre-teach grade level knowledge and skills.	Local Funds	Principal Teachers	Sept. 2013-May 2014	Classroom Walkthroughs, student performance on Benchmark assessments and TAKS Math results
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	Title I Funds	Principal Teachers	June - July 2013	Grade Reports
Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.	SCE Title I Funds	Principal	Sept. 2013-May 2014	Student sign in sheets, TAKS scores of students attending

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective(s): 1.2

NCLB Objective(s): NA

School wide Components: 1, 2, 7, 8, 10

Summative Evaluation: Parent and Community Surveys

Strategy	Resource	Person Responsible	Timeline	Evaluation
Red Ribbon Week will be observed at CES, focusing on saying "No" to drugs.	Local Funds	Principal Counselor School Nurse Teachers	Fall 2013	Students will participate in drug awareness activities
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.	Local Funds	Principal PE Coach	Weekly	Class Rolls
Students will have an opportunity to try out for various academic U.I.L. events and compete in the District UIL Academic Meet	Local funds	Principal U.I.L. Coordinator U.I.L. Coaches	Fall 2013	Student rankings on the U.I.L. events
One student will be selected from each class, each school year to participate in the Cameron Elementary School student council.	Local funds	Principal Student Council Coordinator Teachers	Sept. 2013-May 2014	Student Council minutes, service projects
Students will facilitate, implement and produce Virtual Announcements on a daily basis, instead of the administrator making them from the loudspeaker.	Local Funds	Principal/Grade Level Teachers/ Students	Sept. 2013-May 2014	Daily Announcements filed in our CES Dropbox.
CES Science Fair	Local Funds	Principal/Grade Level Teachers/ Students	Sept. 2013-May 2014	
3rd Grade Veteran's Day Program	Local Funds	3rd Grade Teachers and students	Nov. 2013	Performance @ PAC
School Spelling Bee will take place in the Spring.	Local Funds	Principal Teachers	Spring 2014	Student participation

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective: 1.3

NCLB Objective: 1.3

School wide Components: 1, 2, 7, 8, 9, 10

Summative Evaluation: Parental Involvement Report

Strategy	Resource	Person Responsible	Timeline	Evaluation
The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RTI) Tier Level Classes will use the Voyager materials in grades 3-5, along with Wilson FUNDamentals Just	Title I Funds SCE Funds	Principal Reading Coach Reading Interventionalist Teachers	Each 6 weeks	Student performance in each campus accelerated program
An Aide will be utilized to provide assistance and instruction to students in the campus computer lab.	Title I Funds	Principal	Sept. 2013-May 2014	Walkthrough Reports, Software Usage Reports
The Student Intervention Team (SIT) will be used as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions.	Special Ed. Funds SCE Title I Funds	Principal Counselor Teachers	Sept. 2013-May 2014	Progress Monitoring Tools (Benchmarks, AIMSweb) TELPAS, STAAR, STAAR M, STAAR Alt, Disaggregated results are shared in team meetings.
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 ·	SCE Funds Local Funds Title I, Title III	Principal Counselor Reading Coach Reading Interventionalist Teachers	Sept. 2013-May 2014	Identification process and STAAR scores, Student Academic Progress, AIMSweb, and Benchmarks
Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.	Local Funds Title IIA	Campus principal, Assistant Superintendent, Diagnostician	Sept. 2013-May 2014	Sign in Sheets, Certificates, Classroom walk throughs, Staff Meeting Agendas
Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Special Ed Title IIA Local Funds Title I Funds	Counselor	Sept. 2013-May 2014	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.
Tier interventions will continue to be refined in special education for identified students with learning disabilities in 3-5.	Local Funds	Principal Special Ed Teacher Regular Ed Teachers	Sept. 2013-May 2014	Teacher Lesson Plans, Principal Walkthroughs, Content Team Agendas

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 activities)	Title I Funds SCE Funds	Principal Teachers	Each 6 weeks	Student performance in each campus accelerated program
Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process.	SCE Special Ed Title IIA Title I Funds	Principal Counselor Special Ed. Teacher Diagnostician	During Faculty Meetings, and scheduled individual staff development	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records
The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Local Funds	Principal Dyslexia Teacher	Each Semester	Bi-annual Dyslexia Reports to Principal, student data will be reviewed

**Cameron Elementary campus Improvement Plan
2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective: 1.2

NCLB Objective(s): NA

School wide Components: 1, 2, 7

Summative Evaluation: Technology Reports, Purchase Orders

Strategy	Resource	Person Responsible	Timeline	Evaluation
Teachers will utilize instructional technology to enhance instruction using Smart Boards, United-Streaming videos, the iPad Carts and computers in the classrooms and using Elmos/I-Pads, plus Web 2.0 Tools, and PBL sites	SCE Local Funds Title II Title II	Principal Teachers	August 2013-2014	Walkthrough Reports, Software Usage Reports
Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Title I Title II	Principal Technology Director	August 2013-2014	Lesson plans, classroom walk throughs, staff development Agendas
Computers in the classrooms will be replaced with updated technology to provide a 21st Century Learning opportunity for students, including Elmos, SMARTboards, iPads (approximately 5 per classroom).	Local Funds	Principal Technology Director	August 2013-2014	Walkthrough Reports, Software Usage Reports
Integrated Instructional Technology Specialist will work with grade-level teachers to implement, facilitate, and collaborate regarding the use of effective instructional technology in the classrooms.	Technological Funds/Local Funds	Technology Instructional Specialist	August 2013-2014	Administrative walk throughs, Staff Development Meetings, PDAS, STAAR Scores
Technology will be integrated into instruction to increase student learning for students in Special Education.	Title I	Principal Special Education Teacher	August 2013-2014	Administrative walk throughs, Progress Reports, Report Cards, TAKS Scores

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective: 1.2

NCLB Objective(s): 5.1, 5.2

School wide Components: 1, 2, 7

Summative Evaluation: PIEMS Data, Alert Now Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
Incentives will be provided to promote attendance goals, see attached Attendance Action Plan, (popcorn, bicycles, certificates of attendance).	Local Funds	Principal PEIMS Clerk	Each 6-weeks	Attendance reports each week, six weeks, semester, and year
PIEMS Clerk will address student attendance. Students parents will be called when they are absent to confirm the excuse for absence.	Local Funds	Principal PEIMS Clerk	Each 6-weeks	PEIMS Data
An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a student's absence. (Alert Now)	Title I Funds	Principal PEIMS Clerk Campus Secretary	August 2013-2014	Alert Now Reports
Policy and Procedures for student absences will be followed consistently for students receiving unexcused	Local Funds	Principal PEIMS Clerk	August 2013-2014	Individual Parent/Student Documentation
Incentives will be provided to promote attendance goals (popcorn, attendance banners, bicycles, certificates of attendance).	Local Funds	Principal PEIMS Clerk	Each 6-weeks	Attendance reports each week, six weeks, semester, and year
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.	Local Funds	Principal PEIMS Clerk	Daily	PEIMS Data
Utilize Community In Schools Program for Title I Outreach and for meeting student needs	Local Funds	Principal & Teresa Stills- Coordinator	Daily	Student referrals/Evaluation

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective: 1.3

NCLB Objective(s): 2.1, 2.2, 2.3

School wide Components: 1, 2, 7

Summative Evaluation: PIEMS Data, HQ Reports, Purchase Orders, Professional Development Plan

Strategy	Resource	Person Responsible	Timeline	Evaluation
Certified ESL teachers will work with designated ESL students daily on each campus. All core curriculum teachers will obtain ESL Certification.	Title III Local Funds	Principal Teachers	Daily	Assessment data from TAKS and TELPAS
All classroom teachers will have staff development on sheltered instruction and modification and accommodation training for LEP students.	Title III	Principal ESL Teacher	August 2013-2014	Sign in sheets, staff development agendas
ESL materials, including computer stations and software, will continue to be supplied for the regular education classrooms where LEP students are served.	ESL Funds	Principal ESL Teacher	August 2013-2014	Invoices
ESL teachers will attend training on the TELPAS/TOPS assessment.	Local Funds	Principal ESL Teacher	August 2013-2014	Sign in sheets, staff development agendas
ESL students will receive reading intervention in ESL classes as per Reading First grant even though grant has expired.	Local Funds Title I	Principal Reading Coach	August 2013-2014	TELPAS, AIMSweb

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2013 - 2014**

Goal 1. Providing an environment that maximizes the learning ability of all students.

CISD Objective: 1.3

NCLB Objective: 3.2

School wide Components: 1, 2, 7

Summative Evaluation: PIEMS Data, Eduphoria Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
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 BMSS.	Local Funds	Principal ISB Teacher	Each semester	Meeting agendas, ISB observation forms
Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.	Local Funds	Principal Teachers	Daily	Parent/student signature pages and compact, observation of student behavior in the
Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Local Funds Title II	Instructional Leadership Team	Principal Meetings Monthly with Principals with Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports
All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students	Local Funds ESC 6	Principal Assistant Superintendent	August	Participation Certificates, agendas, sign-in sheets
Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.	SCE Title I Funds Title VI Funds	Principal	August 2013-2014	Student sign in sheets, TAKS sores of students attending

Cameron Elementary School will provide summer school for students that do not attain passing marks in their mathematics class or on the Mathematics and Reading STAAR Test	Title I Funds	Principal Teachers	June - July 2013	Grade Reports
Practice STAAR and benchmark tests will be given on each campus regularly, using <i>DMAC</i> , <i>CSCOPE</i> , and other assessment sources to analyzed student needs in order to modify instruction to address deficient areas.	Local Funds Title I Funds Title II	Principal Reading Coach Teachers	August 2013-2014	Data results disaggregated and results shared in content team meetings - Agendas
Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 3-5. <i>CSCOPE</i> will continue to be implemented to assist in lesson planning and scope and sequence building.	Local Funds Title VI Funds	Principal Teachers	Each 6 weeks	Report of Progress in content team meetings - Agendas Principal will evaluate use of Forethought through reporting
Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in and <i>CSCOPE</i> . Teachers and campus staff will use the scope and sequence developed in and <i>CSCOPE</i> when planning lessons and calendars.	Local Funds, Title VI Title I Funds	Principal Teachers	August 2013-2014	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 2. Providing a safe, flexible, and disciplined learning environments for all students.

CISD Objective: 2.1

NCLB Objective: 4.1

School wide Components: 7

Summative Evaluation: PEIMS, Discipline Referrals

Strategy	Resource	Person Responsible	Timeline	Evaluation
A Discipline Management Plan will be written and placed in each campus student code of conduct in order to provide consistency between campuses.	Local Funds	Principal Teachers	August 2013-2014	Student Code of Conduct & Parent/Student Handbook, Campus Discipline folders, student Responsibility folders
Staff development on Discipline Management Plan will be conducted at the beginning of the year	Local Funds	Principal Assistant Principal	August 2013-2014	Staff Development Agenda
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 BMSS.	Local Funds	Principal ISB Teacher	Each semester	Meeting agendas, ISB observation forms
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 when buzzed through the front doors	Local Funds Newsletters E-mail from Principal	Principal	Quarterly	Copies of those items
Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. DI at the front office sliding window, and then enter the building when buzzed through the front doors	Local Funds	PIEMS Clerk/Secretary/Principal	August 2013-2014	Parent Sign- In Sheet
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.	Local Funds	Principal PEIMS Clerk	August 2013-2014	Individual Parent/Student Documentation

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 2. Providing safe, flexible, and disciplined learning environments for all students.

CISD Objective: 2.4

NCLB Objective: 4.1

School wide Components: 7

Summative Evaluation: PEIMS, Discipline Referrals

Strategy	Resource	Person Responsible	Timeline	Evaluation
A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be imbedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.	Local Funds	Principal Counselor Teachers	Activities each 6-week period with a different character trait. Weekly Trevor Romain Lessons	Reflective Processes of Character Building Form, lesson plans
Red Ribbon Week will be observed at CES, focusing on saying "No" to drugs	Local Funds	Principal Counselor School Nurse Teachers	Oct-13	Students will participate in drug awareness activities
Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Local Funds Title IIA	Instructional Leadership Team	Principal Meetings Monthly with Principals with Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas,
Physical Education 250 minutes per 2-week period	Local Funds	Physical Education	Yearly	FitnessGram
Continue evaluating, revising, and implementing the safe and secure emergency response plan.	Local Funds	Principal Safety Team	Each semester	Agenda Minutes from the campus safety team

**Cameron Elementary Campus Improvement Plan
2012 - 2013**

Goal 2. Providing a safe, flexible, and discipline learning environment for all students.

Objective: 2.4

Objective 2.3: Cameron Elementary teachers and staff will create a culture of high expectations for professionalism and character.

NCLB Objective: 4.1

School wide Components: 7

Summative Evaluation: PEIMS, Discipline Referrals, Emergency Drill Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
Continue evaluating, revising, and implementing the safe and secure emergency response plan.	Local Funds	Principal Safety Team	Each semester	Agenda Minutes from the campus safety team
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 BMSS.	Local Funds	Principal ISB Teacher	Each semester	Meeting agendas, ISB observation forms
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	Local Funds	Principal Teachers	Daily each six weeks	Number of positive office visits will increase
Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.	Local Funds	Principal Teachers	Daily	Parent/student signature pages and compact, observation of student behavior in the classrooms, hallways, and special areas.
Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication.	Local Funds	Principal	August, 2012	Agendas, memoranda, work records, and principal documentation
All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	Local Funds	Principal Counselor Diagnostician	August, 2013	Staff Meeting Agenda, Acknowledgement form
CES will provide a welcoming environment for all stakeholders.	Local Funds	Principal Office Staff	Continuous	Feedback from parent surveys, phone logs

CES will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.	Local Funds	Principal Staff Custodians	Continuous	Feedback from parent surveys, phone logs
All staff on each campus will understand and implement the district vision, mission, and educational philosophy by developing a plan of creative ways of including the statements in campus norms.	Local Funds	Principal	Quarterly	Sign In Sheets, Agendas, Lesson Plans
Implement a "Higher-Education Awareness Program". District staff will periodically highlight their former alma-mater of higher education through displays of apparel. Various college and university logos will be displayed through out the year to promote higher education options for the students.	Local Funds	Principal	twice each six weeks	Student Feedback

**Cameron Elementary Campus Improvement Plan
2013 - 2014**

Goal 3. Developing a climate of positive parent and community involvement through open communication.

CISD Objective: 2.2

NCLB Objective(s): NA

School wide components: 4

Summative Evaluation: Alert Now Reports, Parent Surveys, Open Forum Feedback

Strategy	Resource	Person Responsible	Timeline	Evaluation
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)	Title I Funds	Principal PEIMS Clerk Campus Secretary	'August 2013-2014	Alert Now Reports
Keep parent informed about their kid's behavior and academic progress through the use of a dailly conduct folder.	Local Funds	Teachers	Weekly	Parent signature on weekly folder, teacher contact sheet
Positive promotions will be provided to the Cameron Herald, Waco Tribune Herald, & Temple Daily Telegram newspapers, KTAE, KMIL, and school website on school activities by each campus. (AR and Student of Week. Honor Roll, etc.)	Local Funds	Principal	Continuous	Printed Newspaper Articles KMIL Website, Evaluation of website
Positive postcards will be sent out at the beginning of each semester, to each student. Positive phone calls will be done throughout the year by the principal, counselor, and teachers.	Local Funds	Principal Teachers	'August 2013-2014	Documentation on Parent Contact logs
Teachers will continue to update student grades each week in the Parent Portal system, allowing parents to view their child's grades in "real time". Assignment grades will be posted within 3 days of the assignment due date.	Local Funds	Principal Technology Director Teachers	Throughout year	Website usage reports, parent feedback
STARR night will be continued. These nights provide opportunities for parents to have a deeper understanding of the TAKS tests and the Student Success Initiative (SSI) requirements.	Title I Funds	Principal Counselor Reading Coach Teachers	Throughout year	Sign-in sheets, agendas, and feedback from participants
Family Math Night will be held in October to provide an opportunity for parents to enjoy spending time with their students while completing math problems. fWe will contract with BoxCars and OneEyed Jacks.	Local Funds	Principal Teachers	Oct-13	Attendance, feedback, parent surveys

Family Science Night will be held in December to provide an opportunity for parents to enjoy spending time with their students while conducting simple science experiments.	Local Funds	Principal Teachers	January, 2014	Attendance, feedback, parent surveys
The curriculum focus for the week will be listed in the Knowledge Is News newsletter for each grade level and subject to keep the parents informed on what skills are being taught in the classrooms.	Local Funds	Principal Teachers	'August 2013-2014	Parent feedback about the newsletter, Parent Surveys
Campus information will be sent to all media for publication, and CES website and CES Posterous will maintain current information, along with CES Facebook Page.	Local Funds	Principal District Technology Coordinator	Each 6 weeks/week	Published articles
Newsletters, flyers, letters, and announcements will be sent home weekly, through a variety of media outlets, including Posterous, CISD Website, Newsletters, Remind 101 Text.	Local Funds	Principal Teachers	Weekly	Copies of those items
Campus maintains current campus and classroom information on the campus section of the Cameron ISD website.	Local Funds	Principal Director of Technology	Each 6 weeks	Website Review documentation
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	Local Funds Newsletters E-mail from Principal	Principal	Quarterly	Copies of those items
A copy of the vision statement will be prominently posted in all buildings, classrooms, marquees, newsletters, website, email signatures, and parent letters.	Local Funds	Principal	'August 2013-2014	Visible Signs, copies of newsletters, parent letters
All staff on each campus will understand and implement the district vision, mission, and educational philosophy by developing a plan of creative ways of including the statements in campus norms.	Local Funds	Principal	'August 2013-2014	Marquees, Newsletters, Bulletin Boards
The vision statement will be on campus marquees, newsletters, and bulletins throughout year. "R.F.A.I."	Local Funds	Principal Technology Director	Annually	District/Campus Webpage
The following parent communication opportunities will be evaluated and enhanced to increase parent involvement and communication: PTO Club, Meet the Teacher Nights, Parent Teacher Conference Days, Campus Orientation Meetings, Curriculum Nights, and PIES Information	Local Funds	Principal	'August 2013-2014	Sign-in sheets, agendas, feedback from participants
Positive postcards will be sent out at the beginning of each semester, to each student. Positive phone calls will be done throughout the year by the principal, counselor, and teachers.	Local Funds	Principal Teachers	'August 2013-2014	Documentation on Parent Contact logs
Opportunities for parent/teacher communications will be evaluated and enhanced.	Local Funds	Principal	Monthly	Newsletters, Parent Contact sheets, webpages

Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication	Local Funds	Principal	August, 2013	Agendas, memoranda, work records, and principal
Teachers will make positive parent contacts at the beginning of the school year to welcome the students and establish a positive rapport	Local Funds	Principal Teachers	August, 2013	Telephone Logs, parent contact sheets, mailings
The district's expectation of learning will be restated in language that students will understand by the campus teachers. As a unified campus faculty, the campus classroom expectations of learning will be posted in every	Local Funds	Principal Classroom Teachers	'August 2013-2014	Expectations will be posted in each classroom
Campus will closely monitor student absences. Students parents will be called when they are absent to confirm the excuse for absence.	Local Funds	Principal PEIMs Clerk	Daily	PEIMS Data

**Cameron Elementary Cameron Improvement Plan
2013 - 2014**

Goal 3. Developing a climate of positive parent and community involvement through open communication.

CISD Objective: 2.2

NCLB Objective(s): 4.1

School wide Components: 1

Summative Evaluation: Phone logs, maintenance requests, parent surveys

Strategy	Resource	Person Responsible	Timeline	Evaluation
CES will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.	Local Funds	Principal, Staff, Custodians	Continuous	Feedback from parent surveys, phone logs
A Recycling Beautification Project will be initiated in order to show pride in our school.	Local Funds	Principal/Teachers/CES Science Students	August 2013-2014	List of beautification schedule for the year
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.	Local Funds Newsletters E-mail from Principal	Principal	Quarterly	Copies of those items

**Cameron Elementary Campus Improvement Plan
2013-2014**

Goal 3. Developing a climate of positive parent and community involvement through open communication.

CISD Objective: 3.1

NCLB Objective(s): 3.1

School wide Components: 3, 6, 10

Summative Evaluation: PEIMS, NCLB Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
The principal will verify that all recommended to be hired teachers are deemed "Highly Qualified" and Texas Certified.	Local	Principal	Continuous	State Board of Education certificates
The campus will develop and maintain a climate that is supportive of highly successful teachers	Local Funds	Principal	Continuous	Annual Staff surveys
Certified ESL teachers will work with designated ESL students daily on each campus. All core curriculum teachers will obtain ESL Certification.	Title III ESL Funds	Principal Teachers	Daily	Assessment data from STAAR and TELPAS

**Cameron Elementary Campus Improvement Plan
2013-2014**

Goal 4. Transforming the learning environment by increasing expectations and encouraging innovation so that students become effective problem-solvers and attain higher goals.

CISD Objective: 4.1

NCLB Objective: 3.2

School wide Components: 8

Summative Evaluation: Professional Development Plan, Eduphoria Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
Staff development on Project Based Learning and creating 21st Century Learners will be conducted.	Local Funds	Principal Assistant Principal	August, 2013	Staff Development Agenda
All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	Local Funds	Principal Counselor Diagnostician	August, 2013	Staff Meeting Agenda, Acknowledgement form
Staff will receive training in creating R.E.A.L. students who are creating projects depicting the TEKS.	Local Funds	Principal	August, 2013	Agendas, memoranda, work records, and principal documentation
3-5 reading professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the CSCOPE curriculum used that will be used in the district.	Local Funds SCE Title III Title I Funds	Principal Reading Coach	Continuous	Staff development agendas, Sign-In Sheets
Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.	Title I Title II Local Funds	Principal	August 2013 - May 2014	Participation Certificates, agendas, sign-in sheets
All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students.	Title I Title II Local Funds ESC 6	Principal Assistant Superintendent	August 2013	Participation Certificates, agendas, sign-in sheets
All classroom teachers will have staff development on sheltered instruction and modification and accommodation training for LEP students.	Title III Title IIA ESL Funds	Principal ESL Teacher	August 2013 - May 2014	Sign in sheets, staff development agendas

ESL teachers will attend training on the TELPAS.	Title Funds	Principal ESL Teacher	August 2013 - May 2014	Sign in sheets, staff development agendas
Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Title I Title II Local Funds	Principal Technology Director	August 2013 May 2014	Lesson plans, classroom walk throughs, staff development Agendas
Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs	Special Ed Title II Local Funds	Counselor	August 2013 May 2014	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times

**Cameron Elementary Campus Improvement Plan
2012 - 2013**

Goal 4. Transforming the learning environment by increasing expectations and encouraging innovation so that students become effective problem-solvers and attain higher goals.

CISD Objective(s): 4.1, 4/2

NCLB Objective: 3.2

School wide Components: 8

Summative Evaluation: Professional Development Plan, Eduphoria Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.	Title I Title II Local Funds	Principal	August 2013 - May 2014	Participation Certificates, agendas, sign-in sheets
CES will utilize RTI as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions.	Special Ed. Funds SCE Title I Funds	Principal Counselor Teachers	August 2013 - May 2014	Progress Monitoring Tools (Benchmarks, TPRI, DIBELS) TELPAS, TAKS Acc, TAKS M, TAKS Alt, Disaggregated results
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).	Title I Funds SCE Funds	Principal Teachers	Each 6 weeks	Student performance in each campus accelerated program
CES Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough.	Title IIA Local Funds	Instructional Leadership Team	Principal Meetings Monthly with Principals with Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports
Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in Forethought and CSCOPE. Teachers and campus staff will use the scope and sequence developed in Forethought and CSCOPE when planning lessons and calendars.	Local Funds, Title VI Title I Funds Title I	Principal Teachers	August 2013 May 2014	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting

The following parent communication opportunities will be evaluated and enhanced to increase parent involvement and communication: PTO Club, Meet the Teacher Nights, Parent Teacher Conference Days, Campus Orientation Meetings, Curriculum Nights, and	Local Funds	Principal	August 2013 May 2014	Sign-in sheets, agendas, feedback from participants
Positive postcards will be sent out at the beginning of each semester, to each student. Positive phone calls will be done throughout the year by the principal, counselor, and teachers	Local Funds	Principal Teachers	August 2013 May 2014	Documentation on Parent Contact logs
Opportunities for parent/teacher communications will be evaluated and enhanced	Local Funds	Principal	Monthly	Newsletters, Parent Contact sheets, webpages
Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication	Local Funds	Principal	August, 2013	Agendas, memoranda, work records, and principal documentation
Teachers will make positive parent contacts at the beginning of the school year to welcome the students and establish a positive rapport	Local Funds	Principal Teachers	August, 2013	Telephone Logs, parent contact sheets, mailings
The district's expectation of learning will be restated in language that students will understand by the campus teachers. As a unified campus faculty, the campus classroom expectations of learning will be posted in	Local Funds	Principal Classroom Teachers	August 2013 May 2014	Expectations will be posted in each classroom
Campus will closely monitor student absences. Students parents will be called when they are absent to confirm the excuse for absence.	Local Funds	Principal PEIMs Clerk	Daily	PEIMS Data
Family Math Night will be held in November to provide an opportunity for parents to enjoy spending time with their students while completing math problems	Local Funds	Principal Teachers	Novemberr, 2013	Attendance, feedback, parent surveys
Family Science Night will be held in December to provide an opportunity for parents to enjoy spending time with their students while conducting simple science experiments	Local Funds	Principal Teachers	December, 2013	Attendance, feedback, parent surveys
Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.	Local Funds	Principal Teachers	Daily	Parent/student signature pages and compact, observation of student behavior in the classrooms, hallways, and special areas.
Administrator will monitor expectations of learning using the Curriculum Walk Through Model.	Local Funds Title IIA	Instructional Leadership Team	Principal Meetings Monthly with Principals with Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAC Reports
Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences	Title I Title II Local Funds	Principal	August 2013 - May 2014	Participation Certificates, agendas, sign-in sheets

<p>CES will utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions.</p>	<p>Special Ed. Funds SCE Title I Funds</p>	<p>Principal Counselor Teachers</p>	<p>August 2013 May 2014</p>	<p>Progress Monitoring Tools (Benchmarks, TPRI, DIBELS) TELPAS, TAKS Acc, TAKS M, TAKS Alt, Disaggregated results</p>
<p>CES Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they</p>	<p>Title IIA Local Funds</p>	<p>Instructional Leadership Team</p>	<p>Principal Meetings Monthly with Principals with Asst. Superintendent</p>	<p>Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports</p>

**Cameron Elementary Campus Improvement Plan
2012 - 2013**

Goal 5. Utilizing innovative technology to access and create content and collaborate with others worldwide to stimulate learning beyond the classroom.

CISD Objective(s): 5.1, 5.2, 5.3, 5.4, 5.6

Strategy	Resource	Person Responsible	Timeline	Evaluation
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)	Title I Funds	Principal PEIMS Clerk Campus Secretary	August 2013 May 2014	- Alert Now Reports
The following parent communication opportunities will be evaluated and enhanced to increase parent involvement and communication: PTO Club, Meet the Teacher Nights, Parent Teacher Conference Days, Campus Orientation Meetings, Curriculum Nights, and PIES Nights.	Local Funds Title I Funds	Principal	August 2013 May 2014	- Sign-in sheets, agendas, and feedback from participants
Teachers will utilize instructional technology to enhance instruction using Smart Boards, United-Streaming videos, the iPads Carts and computers in the classrooms and using Elmoes/I Pads	Title I Title II Local Funds	Principal Teachers	August 2013 May 2014	- Walkthrough Reports, Software Usage Reports
Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom	Title II Local Funds	Principal Technology Director	August 2013 May 2014	- Lesson plans, classroom walk throughs, staff development Agendas
Computers in the classrooms will be replaced with updated technology to provide a 21st Century Learning opportunity for students. (iPads/Chrome Books/Windows & Tablets)	Local Funds	Principal Technology Director	August 2013 May 2014	- Walkthrough Reports, Software Usage Reports
Technology will be integrated into instruction to increase student learning for students in Special Education, with six iPads	Local Funds	Principal Special Education Teacher	August 2013 May 2014	- Administrative walk throughs, Progress Reports, Report Cards, TAKS Scores
Teachers will continue to update student grades each week in the Parent Portal system, allowing parents to view their child's grades in "real time". Assignment grades will be posted within 3 days of the assignment due date.	Local Funds	Principal Technology Director Teachers	Throughout year	Website usage reports, parent feedback
The campus will post Fitness Gram information on the campus page of the school district website.	Local Funds	Physical Ed. Teacher Principal Technology Director	Annually	District/Campus Webpage

A copy of the vision statement will be prominently posted in all buildings, classrooms, marquees, newsletters, website, email signatures, and parent letters.	Local Funds	Principal Office Secretary	August 2013 May 2014	- Visible Signs, copies of newsletters, parent letters
CES Students will utilize Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.	Local Funds	Principal Teachers Computer Lab Aide	August 2013 May 2014	- CES Facebook Page, Twitter Accounts, Student Edmodo Accounts
Students will create projects, ideas, and display instructional content through various levels of methodologies.	Local Funds	Principal Teachers Computer Lab Aide	August 2013 May 2014	- Student work displayed
Teachers will complete more Hand's on Activities depicting their knowledge base, limiting worksheets.	Local Funds	Principal Teachers Computer Lab Aide	August 2013 May 2014	- Marcia Tate's Resource Book, "Worksheets Don't Grow Dendrites."
Campus will implement the usage of I-Pads, Mini-laptops, and more computer web-based curriculum applications, everyday.	Local Funds	Principal Teachers Computer Lab Aide	Each 6 weeks	Usage of applications and curriculum for Technology Implementation

Compensatory Education
2013-14

Position/ Assignment/Activity	Total FTE's	Total SALARY	BENEFITS \$	TOTAL \$
PRE-K Teachers	5	\$260,614	\$26,061	\$286,675
Instructional Aides	4.5	\$86,108	\$8,611	\$94,719
Reading Intervention	0.75	\$40,556	\$4,410	\$44,966
COMPUTER AIDE	1	\$19,642	\$1,244	\$20,636
TOTAL SALARY	11.25			\$444,246
Supplies/Materials -6300				\$3,000
Other Operating - 6400				
TOTAL BEN MILAM	11.25	\$406,920	40,326	\$447,246
Position/ Assignment/Activity	Total FTE's	Total SALARY	BENEFITS \$	TOTAL \$
READING INTERVENTION	0.25	\$10,571	\$1,163	\$11,734
CSR 3rd Grade	1	\$54,325	\$5,433	\$59,758
Instructional Aide	1	\$15,738	\$1,731	\$17,021
TOTAL SALARY	2.25	\$80,634	\$8,327	\$88,961
Supplies/Materials -6300				\$3,000
Other Operating - 6400				\$0
TOTAL CAMERON ELE	2.25	\$80,634		\$91,961
Position/ Assignment/Activity	Total FTE's	Total SALARY	BENEFITS \$	TOTAL \$
Instructional Aides Teacher	1.5	\$36,701	\$4,037	\$40,738
TOTAL SALARY				\$3,000
Supplies/Materials -6300				\$3,000
Other Operating - 6400				\$0
TOTAL CJH	1.5			\$43,738
Position/ Assignment/Activity	Total FTE's	Total	BENEFITS	TOTAL \$
INSTRUCTIONAL AIDES	1	\$40,245	\$4,427	\$44,672
DAEP TEACHERS	1.5	\$74,523	\$8,198	\$82,721
Remediation	0.67	\$29,259	\$3,218	\$32,477
MATH EXTENSION				
SUMMER SCHOOL				
TOTAL SALARY	3.17	\$63,757	\$7,013	\$159,870
Supplies/Materials -6300				\$3,000
Other Operating - 6400				\$0
TOTAL YOE HIGH	3.17			\$162,870
Total Budgeted	18.17			\$745,815
Total Allocation				\$1,396,631
52% Requirement				\$726,248

Title II Budget Sheet

Position	Total
PERSONNEL PAY 1 Class Size Reduction	\$46,891
STAFF DEVELOPMENT	\$3,000
Travel for Professional Development	\$2,000
TOTAL BEN MILA	\$51,891

Position	Total
PERSONNEL PAYROLL	40650
STAFF DEVELOPMENT	\$3,000
Travel for Professional Development	\$2,000
TOTAL CAMERON ELEM	\$45,650

Position	Total
STAFF DEVELOPMENT	\$3,000
Travel for Professional Development	\$1,500
Total Junior High:	\$4,500

Position	Total
STAFF DEVELOPMENT	\$4,000
Total High School:	\$5,783
RECRUITMENT	500
Total Budgeted	\$108,324
Total Allocated	\$108,324

Cameron Elementary Campus Improvement Plan

Position	Total	Total
Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	5.5	\$221,781
Professional/Contracted Services - 6200		\$5,750
Supplies/Materials -6300		\$608
Other Operating - 6400		\$4,937
TOTAL BEN MILAM	6	\$233,076

Position/	Total	Total
Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	2	\$105,910
Professional/Contracted Services - 6200		\$5,750
Supplies/Materials -6300		\$4,212
Other Operating - 6400		\$3,401
TOTAL CAMERON ELE 2		\$119,273

Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	1	\$64,239
Professional/Contracted Services - 6200		\$750
Supplies/Materials -6300		\$532
Other Operating - 6400		\$432
Total Junior High:	1	\$65,953

Assignment/Activity	FTE's	\$
Personnel/Payroll - 6100	0	\$0
Professional/Contracted Services - 6200		\$750
Supplies/Materials -6300		\$156
Other Operating - 6400		\$0
Total Yoe HS:	0	\$906

Total Budgeted UNDESIGNATED		\$8,000
Total Budgeted	9	\$427,208

Federal Allocation \$427,208

**TEXAS EDUCATION AGENCY
2013 Accountability Summary
CAMERON EL (166901101) - CAMERON ISD**

Accountability Rating

Met Standard

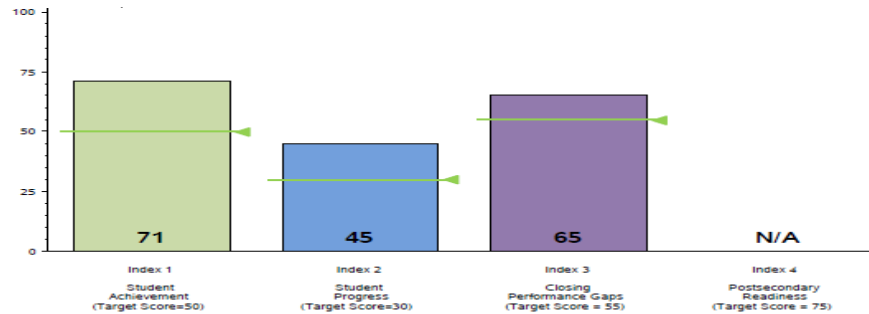
Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps

Did Not Meet Standards on

- NONE

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	632	893	71
2 - Student Progress	712	1,600	45
3 - Closing Performance Gaps	652	1,000	65
4 - Postsecondary Readiness	N/A	N/A	N/A

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
2 out of 4 = 50%

DISTINCTION EARNED

Academic Achievement in Mathematics

Percent of Eligible Measures in Top Quartile
2 out of 3 = 67%

DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	353 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	77.9%
Percent English Language Learners	11.6%
Mobility Rate	11.3%

System Safeguards

Number and Percent of Indicators Met

Performance Rates	19 out of 20 = 95%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	31 out of 32 = 97%