

**Cameron Independent School District**  
**Cameron Elementary**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

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

# Vision

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

# Value Statement

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

High expectations and teamwork are essential in maximizing performance.

Ethical behavior promotes organizational success.

Parent and community involvement impacts student performance.

People learn differently.



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# Comprehensive Needs Assessment

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Establish a culture of academic excellence.

**Performance Objective 1:** Students will exceed performance standards in the area of reading

**Evaluation Data Source(s) 1:** STAAR, STAR, I-Station, DRA






### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, such as Fig. 19D and Fig. 19E. Guided Reading strategies and Independent Reading with Support will be used to help address specific process standards within the reading skills.</p>	1, 2, 3, 4, 8	Principal, Reading Interventionist, Assistant Principal, Instructional Coordinators	Staff development agendas; Sign-In Sheets; Lead4ward Modules and Webinars; Training through regional centers and Instructional Coordinators			
				Funding Sources: Local - 0.00, Title 1 - 0.00, Title 2 - 0.00		
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Reading Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. Students will be selected based on assessment data, common formative assessment data, and teacher input. Lessons objectives will be based on student need as seen through Istation, STAR, and unit assessments. There will be an appropriate balance for each grade level group of phonics instruction using Wilson, comprehension, and vocabulary.</p>		Principal, Reading Interventionist, Teachers	BOY, MOY, and EOY student assessment data from local benchmarks, unit assessments, Essential Standards, Common Formative Assessments Results, Istation, and AR STAR.			
				Funding Sources: Title 1 - 0.00, Title 2 - 0.00		

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Common benchmark tests will be given and data will be compared through the PLC Essential Standards Common Formative Assessments, and C2L collaborative. Data will be used to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner.</p>		Principal, Reading Coach, Teachers	Data results disaggregated and results shared in grade-level meetings, PLC meetings, common formative assessment, and the C2L collaborative.			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Cameron Elementary School will provide summer school for students that do not attain passing marks in their reading class or on the STAAR Reading.</p>	2, 8, 9	Principal, Teachers	Grade reports and STAAR Reading results.			
Funding Sources: Title 1 - 0.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Spirit Monkey Sticks will be implemented by the CES PTO to promote Reading Performance. Students will earn spirit sticks to display on their rings of their performance of hard work.</p>		Principal, PTO, Teachers	Student spirit rings and sticks			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc)</p>	1, 2, 8, 9	Principal, Teachers	Accelerated Reading reports/spirit sticks/Y Award Incentive Trip			
Funding Sources: Title 1 - 0.00, Comp ed - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) A Google Doc will be used to monitor student reading progress from all students. Every month students will test using I-Station and AR STAR. This information will be recorded in a Google Doc available to interventionists and the principal to track student improvement in reading.</p>	1, 2, 8, 9	Principal, Teachers, Computer Lab	Intervention Google Doc			



<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>8) Cameron Prep, the after school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.</p>		Principal, Teacher in charge of Cameron Prep	Student sign-in sheets, STAAR scores of students attending, Istation/AR STAR Reports, Essential Standards			
Funding Sources: Comp ed - 0.00, Local - 0.00						
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>9) PLC teams will align lesson planning to the TEKS by meeting once a week to coordinate instructional strategies. Lessons will be shared electronically before meetings allowing lesson planning to focus on how we teach, rather than only what we teach. The Lead4ward "planning guide" will be used before each unit of instruction. Motivation Reading workbooks and the online support will be used to help plan reading instruction.</p>	1, 2, 4, 10	Principal, PLC teams	Lead4ward planning guide, Motivation Reading, notes from team meetings, walkthrough notes targeting specific instructional strategies			
Funding Sources: Local - 0.00						
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>10) The reading interventionist will provide pull out small group instruction. The RTI process will be used to help provide continual support throughout the year to help differentiate for students. Teachers will provide small group instruction during a specified time to meet the needs of individual students before, during, and after school. Strategies used in small group instruction will be based on unit assessment data.</p>	1, 2, 8, 9	Principal, Reading Interventionist, Teachers	STAAR results, unit assessments, benchmarks, common formative assessments, RTI process walkthroughs to monitor for effect intervention			
Funding Sources: Local - 0.00						
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>11) Wilson Foundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist, SPED teacher, and all 3rd grade teachers will receive available phonics training.</p>	1, 2, 4, 9	Principal, Reading Interventionist, SPED Teacher	STAAR Results, Istation, AR STAR, DRA, unit assessments, benchmarks			
Funding Sources: Local - 0.00						

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) All students who tested Tier III through Istation will receive small-group pullout intervention.</p>	1, 2, 3, 8, 9	Principal, Interventionists, Teachers	Intervention records, I-Station			
Funding Sources: Title 1 - 0.00, Local - 0.00						
<p><b>System Safeguard Strategy</b></p> <p>13) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goals, as well as Student Learning Objectives. This will include all state assessed subjects.</p>		Principal, Classroom Teachers	Goal-Setting form			
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>14) The number of walkthroughs done each semester by the campus principal will increase by 50%. The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.</p>		Principal, Assistant Principals	Walkthrough Analysis Reports			
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** Establish a culture of academic excellence.






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

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) All Campus science curriculum and instructional materials will continue to be analyzed, modified, and addressed to meet STAAR and campus goals.</p>	1, 2, 4	Principal, Lead Teachers	Science TAKS, Purchase Orders, Science team Agendas			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students through Safe and Civil training and using the committee as tool for help.</p>	1, 2, 4, 10	Principal, Assistant Principals	Participation Certificates, agendas, sign-in sheets, Eduhero Modules			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science. 5th Grade teachers will be using the LISTO program for science instruction.</p>		Principal, Assistant Principal	Observations, Progress Monitoring, STAAR Science scores			
Funding Sources: Local - 0.00, Title 1 - 0.00						

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>4) Science teachers will meet weekly to plan lessons and coordinate instructional strategies. This will include completing a Lead4ward Planning Guide for each unit of instruction. 5th Grade will be using the LISTO curriculum to plan science lessons. Motivation Science materials and the online component will be used to supplement science instruction.</p>		Science Teachers	Lead4ward Planning Guide, notes from meetings, Motivation Science Materials			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) All grade levels will plan for 2 hands-on TEKS-based labs per week.</p>	1, 2	Principal, Lead Teacher	Observations, Lesson Plans			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Science lead teacher will submit a supply list for lab materials to the office. The office will purchase all science lab materials needed for the upcoming unit.</p>	1, 2	Principal, Lead Teacher	Information from grade-level meetings, purchase records			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Lead4ward strategies will be used regularly in science classes and included on lesson plans by science lead teacher. 5th Grade will use Lead4ward and LISTO strategies to implement science objectives.</p>		Principal, Lead Teacher	Observations, Lesson Plans, Grade-level meeting information			
Funding Sources: Title 1 - 0.00, Local - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Teachers will continue to use TCMPC scope and sequence while using STEMScopes as a resource. 5th Grade will use LISTO strategies and curriculum as a resource. Adjustments will be made to focus on highly tested units.</p>		Principal, Science Lead Teacher	Information gathered from grade-level meeting and lead teachers, Progress Monitoring data			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Data will be reviewed using DMAC in Grades 3-5 to identify specific focus areas.</p>	1, 2, 8, 9	Principal, Science Teachers	Progress Monitoring, Benchmarks, STAAR			
Funding Sources: Local - 0.00						

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 2</p> <p>10) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.</p>		Principal, Classroom Teachers	Goal-Setting Form			
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>11) The number of walkthroughs done each semester by the campus principal will increase by 50%. The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.</p>		Principal, Assistant Principals	Walkthrough Analysis Reports			
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1:** Establish a culture of academic excellence.

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

**Evaluation Data Source(s) 3:**






**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Instructional content and strategies will be aligned in each grade-level and vertically through weekly PLCs focusing on lesson planning and implementation of specific instructional strategies with a focus on the data from the common formative assessments. Planning Guides from Lead4ward will be used to plan common lessons/strategies for each unit of instruction.</p>		Principal, Teachers	Report of Progress in content team meetings - Agendas, Planning Guides, walkthrough data, common formative assessments			
Funding Sources: Local - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Intervention will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math &amp; Science extension activities and after school tutorials).</p>	1, 9	Principal, Teachers	Student performance in each campus accelerated program			
Funding Sources: Title 1 - 0.00, Comp ed - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.</p>		Principal, Teachers	PLC meetings, student performance on common formative assessments of the essential standards, benchmark data			
Funding Sources: Local - 0.00						

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Cameron Prep, the after school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.</p>		Principal, Math Interventionist, Teachers	Response to Intervention (RTI) Tier Level Classes with MSTAR/ESTAR, Unit assessments, Essential Standards, benchmarks, and STAAR			
Funding Sources: Local - 0.00, Comp ed - 0.00						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Mathematics teachers will receive professional development through the TEA Academies. They will implement anchor charts as taught through the academies.</p>	1, 2, 4, 8	Principal, Lead Teachers	PLC meetings, feedback from walkthroughs			
Funding Sources: Local - 0.00						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.</p>	1, 2, 8	Principal, Lead Teachers	Benchmark results, Math Team Meeting Agendas/Gateway Assessments & Goals/Guided Math Running Records			
Funding Sources: Local - 0.00						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Math Intervention will be based off STAAR Scores and students performance on the common formative assessments.</p>		Principal, Math Lead Teachers, Math Interventionists	Classroom Walkthroughs, student performance on Benchmark assessments and STAAR results, performance on common formative assessments.			
Funding Sources: Title 2 - 0.00, Local - 0.00						
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) 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</p>	8, 9, 10	Principal, Teachers	Grade Reports, STAAR			
Funding Sources: Title 1 - 0.00						

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>9) Cameron Prep, the after school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.</p>		Principal	Student sign in sheets, performance on the essential standard assessments, STAAR scores of students attending			
Funding Sources: Title 1 - 0.00, Comp ed - 0.00						
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>10) Grade level teachers will work together to review, analyze, revise, and keep the Scope &amp; Sequence current in TCMPC. Teachers and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars. PLC grade level teams will review data from common formative assessments and meet weekly to plan implement instructional activities and lessons. Motivation Math materials and the online component will be used to address math skills.</p>	4	Principal, Teachers	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting/Unit Assessment Data/TEKS Verbage Breakdown			
Funding Sources: Local - 0.00						
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 3 CSF 7</p> <p>11) Teachers will attend TEA math academies as a means to increase knowledge of scientifically-based mathematics strategies.</p>	4	Assistant Superintendent, Principal	Classroom Walkthrough Data, District Benchmarks, STAAR Results			
Funding Sources: Title 1 - 0.00						
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>12) Teachers will utilize TCMPC Year at a Glance, PLC planning of lessons and common formative assessments to guide math lessons.</p>		Assistant Superintendent, Principal	Progress Monitoring, STAAR results, Essential Standards. TCMPC			
Funding Sources: Local - 0.00						



<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>13) A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.</p>		Principal, Classroom Teachers	Goal-Setting Form			
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>14) The number of walkthroughs done each semester by the campus principal will increase by 50%. The principal will complete 10 walkthroughs each week. The assistant principals will complete 8 walkthroughs each week.</p>		Principal	Walkthrough Analysis Reports			
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						






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

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

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

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Red Ribbon Week will be observed at CES, focusing on saying "No" to drugs.</p>	1, 2, 10	Principal, Counselor, School Nurse, Teachers	Students will participate in drug awareness activities/Yoe Spirit Sticks			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) One student will be selected from each class, each school year to participate in the Cameron Elementary School student council.</p>		Principal, Student Council, Coordinator, Teachers	Student Council minutes, service projects			
Funding Sources: Local - 0.00						
<p>3) The policies and procedures in the In School Behavior Room will be monitored through out the year. The ISB teacher will implement behavior techniques recommended by BMSS.</p>	2, 10	Principal ISB Teacher	Meeting agendas, ISB observation forms			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.</p>	2	Principal Teachers	Parent/student signature pgs, stu. compact, stu. Behavior in hallways, and special areas.			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.</p>	1, 2, 4, 9	Instructional Leadership Team	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports			
Funding Sources: Local - 0.00, Title 2 - 0.00						
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>6) A Discipline Management Plan will be written and placed in each campus student code of conduct in order to provide consistency between campuses.</p>	2	Principal Teachers	Student Code of Conduct & Parent/Student Handbook, Campus Discipline folders, student Responsibility folders/Educator Handbook Website			
Funding Sources: Local - 0.00						

<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>7) Staff development on Discipline Management Plan will be conducted at the beginning of the year.</p>	2, 4	Asst. Superintendent, BMSS, Principal	Staff Development Agenda			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>8) Parents will be notified routinely throughout the school year about safety concerns when dropping off and picking up children from school. This should include direction to only drop off and pick up students from approved drop off/pick up points. That point for Cameron Elementary School is the front porch of the building.</p>	2	Principal	Copies of those items			
Funding Sources: Local - 0.00						
<p>9) 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.</p>	10	PEIMS Clerk Principal	Parent Sign- In Sheet			
Funding Sources: Local - 0.00						
<p>10) An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a crisis situation or school closings. (Blackboard Connect)</p>		Principal PEIMS Clerk Campus Secretary	BlackBoard Connect/Now Reports			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>11) CES will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.</p>	1, 2	Principal Staff Custodians	Feedback from parent surveys, phone logs			
Funding Sources: Local - 0.00						
<p>12) Foundations, as a part of the Safe and Civil Schools program, will be in implementation. Areas of concern will be addressed and strategies will be implemented for improvement of the concern.</p>		Principal, Foundations team members	Written plan for common areas, common area observations, feedback from teachers			
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>13) A behavior management plan will be adopted, taught, and then implemented by the staff. This plan will be shared by teachers through Google and filed at the office for future reference. This will result in more effective use of the online discipline referral system.</p>		Principal	Office referral data through the Educator's Handbook.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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






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

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Continue the policy of not keeping students out of Physical Education class for any reason. This is to remain in compliance of the 130 minute per week of Physical Education requirement.</p>	1, 2, 7, 10	Principal, Teachers, PE Coach	Class Rolls			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 4</p> <p>2) Incentives, such as the Y-Award trip, will be provided to promote attendance goals, see attached Attendance Action Plan, (popcorn, spirit sticks, certificates of attendance).</p>	1, 2	Principal PEIMS clerk	Attendance reports each week, six weeks, semester, and year, Y-Award, Yoe Spirit Sticks			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 4</p> <p>3) PEIMS Clerk will address student attendance. Students parents will be called when they are absent to confirm the excuse for absence.</p>	1, 2	Principal PEIMS Clerk	PEIMS Data			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 4</p> <p>4) An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a student's absence. (Blackboard Connect)</p>		Principal PEIMS Clerk Campus Secretary	Blackboard Reports			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 4</p> <p>5) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron and or Milam County court systems.</p>	1, 2	Principal PEIMS Clerk	Individual Parent/Student Documentation			
Funding Sources: Local - 0.00						

<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>6) Incentives will be provided to promote attendance goals (popcorn, spirit sticks, certificates of attendance).</p>	1, 2	Principal PEIMS Clerk	Attendance reports each week, six weeks, semester, and year			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>7) Campus will closely monitor student absences. Students parents will be called when they are absent to confirm the excuse for absence, an attendance committee will meet monthly to address student absences and monitor attendance.</p>	1, 2	Principal PEIMs Clerk	PEIMS Data			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>8) Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.</p>	1, 2, 8, 9, 10	Principal	Student sign in sheets, STAAR scores of students attending			
Funding Sources: Title 1 - 0.00, Comp ed - 0.00						
<p>9) Physical Education 250 minutes per 2-week period</p>	2, 10	Physical Education	FitnessGram			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) Continue evaluating, revising, and implementing the safe and secure emergency response plan.</p>	10	Principal Safety Team	Agenda Minutes from the campus safety team			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>11) A campus-wide character plan will be purchased and implemented during Specials time. Reflective processes will occur during staff meetings to incorporate strategies into school culture.</p>		Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Garcia's agenda from Character Classes/forms of Mrs. Garcia's counseling groups			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>12) Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication.</p>	1, 2, 4	Principal	Agendas, memoranda, work records, and principal documentation			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>13) All Cameron ISD staff will receive staff development in confidentiality &amp; sensitivity.</p>	1, 2, 4, 10	Principal Counselor Diagnostician	Staff Meeting Agenda, Acknowledgement form			
Funding Sources: Local - 0.00						

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>14) CES will provide a welcoming environment for all stakeholders.</p>		Principal Office Staff	Feedback from parent surveys, phone logs			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						


### Goal 3: Encourage students to maximize their individual potential.

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

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

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Student's needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: Student Intervention Teams (SIT), Section 504, Advanced Academic Program (AAP), Dyslexia, Special Education, Accelerated Education Interventions, ESL/Bilingual.</p>	1, 2, 8, 9, 10	Principal, Counselor, Reading Interventionist, Teachers	Identification process and STAAR scores, Student Academic Progress, Istation/ESTAR/MSTAR, and Benchmarks			
Funding Sources: Title 1 - 0.00, Title III - 0.00, Local - 0.00, Comp ed - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.</p>	2, 4, 9	Campus principal, Counselor, Diagnostician	Sign in Sheets, Certificates, Classroom walkthroughs, Staff Meeting Agendas			
Funding Sources: Title 2 - 0.00, Local - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.</p>	1, 2, 4, 9, 10	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.			
Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Tier interventions will continue to be refined in special education for identified students with learning disabilities in 3-5.</p>		Principal, Special Ed Teacher, Regular Ed Teachers	Teacher Lesson Plans, Principal Walkthroughs, Content Team Agendas/IEP Goals			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math &amp; Science extension activities and after school tutorials).</p>	1, 2, 8, 9	Principal, Teachers	Student performance in each campus accelerated program			
Funding Sources: Title 1 - 0.00, Comp ed - 0.00						

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




## Goal 4: Utilize innovative technology to stimulate continuous learning.

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

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

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will utilize instructional technology to enhance instruction using interactive projectors, Discovery ED, Istation, Think through Math, Accelerated Reading, ChromeBooks, and iPads.</p>		Principal, Teachers	Walkthrough Reports, Software Usage Reports			
Funding Sources: Title 2 - 0.00, Local - 0.00						
2) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	1, 2, 4, 10	Principal, Instructional Coordinator	Lesson plans, classroom walk throughs, staff development Agendas			
Funding Sources: Title 1 - 0.00, Title 2 - 0.00						
3) 5th grade will move to a 1 to 1 student to device ratio, while 4th moves to having 2 devices for every 3 students.	1, 2, 10	Principal, Technology Director	Walkthrough Reports, Software Usage Reports			
Funding Sources: Local - 0.00						
4) Instructional Coordinator will work with grade-level teachers to implement, facilitate, and collaborate regarding the use of effective instructional technology in the classrooms.		Technology Instructional Specialist, Principal	TechViews Report, Administrative walk throughs, Staff Development Meetings, T-TESS, STAAR Scores			
Funding Sources: Local - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Technology will be integrated into instruction to increase student learning for students in Special Education.</p>	1, 2, 8, 10	Principal, Special Education Teacher	Administrative walk throughs, Progress Reports, Report Cards, STAAR Scores			
Funding Sources: Title 1 - 0.00						
<p><b>Critical Success Factors</b> CSF 7</p> <p>6) Teachers and paraprofessionals will continue to receive training through a summer Technology Academy.</p>	2, 4	Technology Instructional Specialist	Training Records, Classroom Walkthroughs			
Funding Sources: Title 2 - 0.00						

<b>Critical Success Factors</b> CSF 7  7) Two teachers will serve on the Technology Team to lead district implementation initiatives and attend the Texas Computer Educators Association conference.	4	Assistant Superintendent	Training Records, Evaluations from Summer Technology Conference			
	Funding Sources: Title 1 - 0.00, Rural Schools - 0.00					
<b>Critical Success Factors</b> CSF 6  8) Instructional staff will use social media, Web 2.0 tools, websites, and other electronic means to communicate with parents.	6	Principal, Technology Instructional Specialist	Parent Survey			
	Funding Sources: Local - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 4  9) The librarian will train and manage a Kindle station for students to check out books online.		Librarian	Student Usage Records, Reading Level Reports			
	Funding Sources: Tech Grant - 0.00					
<b>Critical Success Factors</b> CSF 1  10) Discovery Education will be used toward students digitally viewing course content.		Principal	Classroom walkthroughs, Lesson plans			
	Funding Sources: Local - 0.00					
						






**Goal 5: Foster success while maintaining fiscal responsibility.**

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

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

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>5) Teachers will receive training in the beginning of the year and support, as needed, using the Instructional Coordinator to help with writing instruction.</p>		Principal, Lead Teacher	Walkthroughs, Observations, STAAR Writing scores			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.</p>	1, 2, 4	Principal	Participation Certificates, agendas, sign-in sheets			
Funding Sources: Local - 0.00, Title 1 - 0.00, Title 2 - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>7) All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students through Safe and Civil Training and the teams support.</p>	4	Principal	Participation Certificates, agendas, sign-in sheets			
Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>8) All classroom teachers will have staff development on modification and accommodation training for SPED students.</p>		Principal, Counselor, SPED Teacher	Sign in sheets, staff development agendas			
Funding Sources: Title 2 - 0.00, Title III - 0.00, Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>9) ESL/Bilingual teachers will attend training on the TELPAS, and Dual Language.</p>	4, 8	Principal, ESL Teacher	Sign in sheets, staff development agendas			
Funding Sources: Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>10) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.</p>	4	Principal, Technology Director	Lesson plans, classroom walk throughs, staff development Agendas			
Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Local - 0.00						
<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>11) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs, RTI (Response to Intervention)</p>	4, 8	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.			
Funding Sources: Title 2 - 0.00, Local - 0.00						
<p align="center">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## System Safeguard Strategies

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

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

Goal	Objective	Strategy	Description
1	3	6	Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.
1	3	7	Math Intervention will be based off STAAR Scores and students performance on the common formative assessments.
1	3	8	Cameron Elementary School will provide summer school for students that do not attain passing marks in their mathematics class or on the Mathematics STAAR Test
1	3	9	Cameron Prep, the after school intervention program will be changed in the following ways: groups size will be reduced, teachers will create lessons and not use solely online programs, specific TEKS will be targeted based on data, students will only attend with an invitation to keep small group numbers low, students will be selected based on data, and the amount of teachers will be increased to 2 per grade level.
1	3	10	Grade level teachers will work together to review, analyze, revise, and keep the Scope & Sequence current in TCMPC. Teachers and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars. PLC grade level teams will review data from common formative assessments and meet weekly to plan implement instructional activities and lessons. Motivation Math materials and the online component will be used to address math skills.
1	3	11	Teachers will attend TEA math academies as a means to increase knowledge of scientifically-based mathematics strategies.
1	3	12	Teachers will utilize TCMPC Year at a Glance, PLC planning of lessons and common formative assessments to guide math lessons.
1	3	13	A goal-setting form will be created for each student and kept in their red folder. This will include state assessment data, goals for the current year, local assessment data tracking progress towards the goal, and Student Learning Objectives. This will include all state assessed subjects.
5	1	3	Teachers will attend and/or participate in professional development for reading throughout the year. Professional development will target weaknesses as seen through state assessment data, PLC Essential Standards Assessment data, such as Fig. 19D and Fig. 19E.

# Title I

## 1: Comprehensive Needs Assessment

TAPR

STAAR

Attendance/Drop-out

Surveys (parent, community, teacher, student)

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

## 2: Schoolwide Reform Strategies

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 teachers

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 and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

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 have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one day or short term workshops or conferences. However, several one-day workshops that can be tied back to one broad



instructional goal or objective that can meet the definition of sustained and intense.

### **5: Strategies to attract highly qualified teachers**

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 teachers

### **6: Strategies to increase 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 family 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)

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state run preschool program to 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: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

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: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

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 and integration of federal, state and local services and programs**

\* Federal Title Programs

\* Violence Prevention Programs

\* Nutrition Programs

\* Head Start

# Campus Funding Summary

Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	12			\$0.00
1	2	3			\$0.00
1	2	7			\$0.00
1	3	2			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	3	11			\$0.00
2	2	8			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	2			\$0.00
4	1	5			\$0.00
4	1	7			\$0.00
5	1	3			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	10			\$0.00
<b>Sub-Total</b>					\$0.00

<b>Title 2</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	1	2			\$0.00
1	3	7			\$0.00
2	1	5			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	6			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	10			\$0.00
5	1	11			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00

1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	3	7			\$0.00
1	3	10			\$0.00
1	3	12			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	1	10			\$0.00

2	1	11			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
2	2	7			\$0.00
2	2	9			\$0.00
2	2	10			\$0.00
2	2	11			\$0.00
2	2	12			\$0.00
2	2	13			\$0.00
2	2	14			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
4	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	8			\$0.00
4	1	10			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00

5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
5	1	10			\$0.00
5	1	11			\$0.00

**Sub-Total** \$0.00

**Comp ed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	8			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
1	3	9			\$0.00
2	2	8			\$0.00
3	1	1			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00

**Sub-Total** \$0.00

**Tech Grant**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	9			\$0.00

**Sub-Total** \$0.00

**Rural Schools**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7			\$0.00

					<b>Sub-Total</b>	\$0.00
<b>Title III</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
3	1	1			\$0.00	
5	1	3			\$0.00	
5	1	8			\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$0.00