Cameron Independent School District

Cameron Elementary

2016-2017 Campus Improvement Plan

Vision

1. Students will take Intellectual risks and set personal goals.

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

3. Students will effectively use technology as a learning resource.

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

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

Value Statement

Every Child Needs a Champion!

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Comprehensive Needs Assessment

Needs Assessment Overview

1. Improve academic achievement for all students.

2. Apply effective interventions to reach struggling learners.

3. Develop grade level PLCs to improve instruction in a collaborative culture.

4. Improve the effectiveness of progress monitoring and the instructional impact of this data.

4. Involve parents in the academic side of their child's education, especially in sharing and developing goals.

5. Improve attendance rate by targeting students who are chronically tardy.

6. Develop proactive character education systems to target bullying.

Demographics

Demographics Summary

The current student population is 380 students which is higher than has been experienced in the last few years. Last year we had 352, 368 in 2014, and 353 in 2013. The population size of the outgoing 5th graders compared to the size of the incoming group from 2nd grade has a great effect on the overall student population. The current 5th grade and 2nd grade population is similar in size, therefore the school population should remain fairly stable for the upcoming year.

The following is a breakdown of subgroup populations:

African American - 14.2%, Hispanic - 46.0%, White 38.6%

Economically Disadvantaged - 73.3%, ELL - 11.6%, At-Risk - 41.8%, Mobility - 11.3

Bilingual/ESL - 11.6%, GT - 6.5%, Special Education - 11.4%

We are higher than the state economically disadvantaged rate of 58.8% by 14.5% and our special education population is 2.9% higher than the state rate of 8.5%.

The attendance rate for 2015-2016 measured up to April 8th is 96.8%, which is comparable to last year's rate of 96.8% and 96.7% from the previous year. A schoolwide incentive (Y-Award) is used to encourage attendance. This year we used attendance by 6-weeks period instead of by semester to focus on shorter term goals. In addition to the incentive, the PEIMS clerk called if an excuse note was not brought back, the principal called and/or conferenced for students with repeated unexcused absences. Absence notices were sent home starting at 3 unexcused absences. So far, this has not had a significant impact on student attendance overall.

Demographics Strengths

African-American attendance is higher than the general population.

Demographics Needs

While student to teacher ratios are favorable at about 1 teacher per 20 students, there are imbalances that cause several classes in 5th grade to have 24

students. Bilingual classes at this time have to house general population students in order to stay under the 22 student class size limit in grades 3 and 4.

24 bilingual students will be entering 3rd grade next year, which is over the state cap of 22 students if placed into one classroom.

Student Achievement

Student Achievement Summary

State student achievement data is disaggregated using the TAPR. Local assessment data, through DMAC, is largely broken down using the student quintile report and the item analysis paired with the actual test questions. Each grade level team sits down with the administrator to create a plan when benchmark data is available. Benchmark data through the last two years has provided inconsistent results when compared to state assessment results at the end of the year.

Student Achievement Strengths

CES earned a distinction in the student progress measure. The economically disadvantaged population scored comparable to the general population in passing all their tests at 70% compared to 75% for the general population. ELL performance was at 75% for all tests and grade levels, which was the same rate for the general population at 75%. 4th grade writing scored at the same level as the state at 76%.

Student Achievement Needs

Two areas of concern are African-American and Special Education achievement. The passing rate for all subjects and all grade levels for African-American students is 15% lower than the campus average, 60% compared to 75%. Last year, the rate was 52% for African-American students on all tests compared to 71% for the campus, a difference of 19%. There is a high degree of variability, such as 3rd grade reading where the difference was 27%, 50% African-American compared to 77% of the general population.

Special Education achievement is also an area of concern. Steps to improve SPED achievement have been taken this year. We have hired an additional SPED teacher and separated the functional academics room from the resource room. Special education students who passed all subjects in all grade levels was at 48% compared to 75% of the general population.

5th grade science continues to be an area of concern with 53% of the students passing last year and only 38% of the students passing the spring benchmark.

School Culture and Climate

School Culture and Climate Summary

According to a staff survey, many staff members strongly support the school and community. Staff report they largely feel safe at school. Many teachers are dedicated to the school, with an average of 12.2 years teaching within the district.

School Culture and Climate Strengths

There is a strong pride in the school and district as a whole. Many teachers are dedicated to this community.

Once every 6 weeks students are recognized for their achievements in math, science, writing, reading, and citizenship. Each semester students may qualify for a Y-Award field trip if they receive enough checks. Checks are given for good behavior, attendance, grades, and participation in school events.

School Culture and Climate Needs

In a staff survey, the lowest marked category came in adherence to the student code of conduct, which was similar to the overall scores of the district. Communication and expectations at the start of the year regarding discipline and the purpose of disciplinary consequences may help staff members understand the goal of student management.

At this point, disciplinary practices are largely reactive instead of proactive. The majority of referrals that come to the office are pushing or hitting. Lack of supervision is typically involved in many of the physical altercations.

We need to have a proactive approach to character development and anti-bullying.

Team structures need to be strengthen and the support given to individuals within the teams.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff is certified in the area they are teaching and considered highly qualified. Professional development needs are based off of data from local and state assessments and also from teacher input. Staff take professional development courses through Region 6, Region 13, and all staff have Eduhero available.

Staff Quality, Recruitment, and Retention Strengths

The average years of experience of the staff is higher than the state average at 16.4 years for the campus and 11.0 for the state. The average years in the district is also high at 12.2 compared to the state at 7.5 years.

Staff Quality, Recruitment, and Retention Needs

Teachers need training in the analysis of data. In particular, how to take assessment data and use it to make instructional decisions. Teachers also need training on how to service special education students in their classrooms, especially in the implementation of the IEP.

Recruitment and retention of bilingual teachers is a challenge. We do not have enough bilingual teachers to serve the bilingual classrooms on campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum for each subject in each grade level is from the TCMPC Scope and Sequence. Assessment data is used to determine what needs to be retaught and what instruction needs to be used in small group intervention. Assessments are based on the realeased unit assessments from the TCMPC. The fall and spring benchmarks are questions taken from the released STAAR or, for math, TEKsing to the STAAR.

Curriculum, Instruction, and Assessment Strengths

Classroom teachers follow the Scope and Sequence from the TCMPC and instruction aligns well with the TEKS.

Curriculum, Instruction, and Assessment Needs

Important parts of the curriculum are need to be spiraled back into instruction and assessed at a later date to see student growth.

Every teacher on campus has at least two preps and the maximum is four. In order to teach at a high level, with the rigor needed, teams must support each other in the creation of high quality lessons. This takes time and structure within the meetings to share information and teaching strategies.

An assessment calendar needs to be created for each subject in each grade level, along with a general teaching calendar. Assessments also need to be analyzed for effectiveness and modified to spiral content back in that needs to be retaught.

Family and Community Involvement

Family and Community Involvement Summary

The main ways parents are involved on the campus is by attendance in various events throughout the school year, such as the spelling bee, tech night, fall carnival, parent conferences, etc. Each parent is sent home a notice for Parent Conference Day and attendance is typically high. We also have various events at the school where parents are invited throughout the year. A parent survey had 74% participation and was used to gauge parent perceptions on various aspects of the school.

Family and Community Involvement Strengths

Parents report a high level of communication from the classroom teacher to home. School events normally have high attendance.

Family and Community Involvement Needs

There is a lack of events that support student learning and/or educate the parents on how to support their child's learning. Parent conferences are the main systematic way the teachers communicate to parents about their child's academics. We are in need of more ways for all parents to be involved in their child's academics.

School Context and Organization

School Context and Organization Summary

All grade levels and subject teams have a common planning time. Teams typically meet once a week, on Wednesdays, to go over any grade level information from their team leader. Every second Thursday the team meets with the principal to go over instructional information, review data, and make plans for upcoming instruction. The master schedule is created in the summer and team leaders are invited to view and request any suggestions.

School Context and Organization Needs

Teams need to set goals regarding performance and steps to reach those goals. A local assessment calendar needs to be created for progress monitoring in addition to the benchmark calendar. There needs to be a calendar of set times to revisit strategies and make adjustments. Team leaders and department heads need to have more say in the decision-making and help implement change.

Pullout intervention has focused on a large group of students and the quality has suffered. Intervention schedules need to be modified to support classroom instruction.

The structure of after school intervention (Cameron Prep) needs to be changed from a focus of student time spent in intervention, to a focus on mastering essential TEKS in order to achieve success.

Team meetings need to adopt elements of a PLC, such as a focus on student learning, development of common goals, and a culture of collaboration.

Technology

Technology Summary

We have roughly a 2 students to 1 device ratio of technology devices for each grade level. In 5th grade, this consists of Chromebooks, 4th is made up of half Chromebooks and iPads, and 3rd grade is all iPads. Some classrooms have SMARTBoards, while others have newer interactive projectors. Next year, all classrooms should have interactive projectors. Currently the campus has subscriptions to Flocabulary, Istation, BrainPop, Discovery Education, STEMscopes, and Think Through Math. Other frequently used websites include Prodigy, TenMarks, NoRedInk, and Cahoot.

Technology Strengths

Tech Night in April was a success in that it gave students and teachers a goal of learning to do something new with the technology and providing a focus on creation rather than practice. Teachers responded well and solicited the help of our technology specialist frequently.

Technology Needs

Teachers have expressed wishes to move to a 1 to 1 ratio of devices. Our intervention teachers and special education lack sufficient devices to use technology effectively in their classes. Some of the Chromebooks have maintenance issues and are not repairable.

Much of the technology use is on the lower levels of integration, such as using iPads to practice math facts rather than create. What is needed are goals for teachers and students as far as technology use.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Establish a culture of academic excellence.

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

Summative Evaluation: STAAR, STAR, I-Station, DRA

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 2 CSF 3 CSF 7 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.	1, 2, 3, 4, 8	Principal, Reading Interventionist	Staff development agendas; Sign-In Sheets; Lead4ward Modules and Webinars; Training through regional centers			
	Funding Sources: Local, Title 1, Title 2					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 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 and teacher input. Lessons objectives will be based on student need as seen through Istation, DRA, STAR, and unit assessments. There will be an appropriate balance for each grade level group of phonics instruction using Wilson, comprehension, and vocabulary.	1, 2, 8, 9	Principal, Reading Interventionist, Teachers	BOY, MOY, and EOY student assessment data from local benchmarks, unit assessments, Istation, DRA, and AR STAR.			
	Funding Sources: Title 1, Title 2					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 3) Common benchmark tests will be given and data will be compared through the 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.	2, 8, 9	Principal, Reading Coach, Teachers	Data results disaggregated and results shared in grade-level meetings and the C2L collaborative.			
	Funding Sources: Local					

State System Safeguard Strategy **Federal System Safeguard Strategy**	2, 8, 9	Principal, Teachers	Grade reports and STAAR Reading results.			
Critical Success Factors CSF 1 CSF 2 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.	Funding Sources: Title 1					
Critical Success Factors CSF 5 CSF 6	1, 2, 6	Principal, Teachers	Campus reports of students participating.			
5) Initiate "Today a Reader...Tomorrow a Leader". CES students will read to the younger students at Ben Milam Elementary and serve as role models and to increase the number of books read by students.	Funding Sources: Local					
Critical Success Factors CSF 5 CSF 6		Principal, PTO, Teachers	Student spirit rings and sticks			
6) 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.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 8, 9	Principal, Teachers	Accelerated Reading reports/spirit sticks/Y Award Incentive Trip			
Critical Success Factors CSF 1 CSF 2 7) 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)	Funding Sources: Title 1, Comp ed					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 8) 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, 2, 8, 9	Principal, Teachers, Computer Lab	Intervention Google Doc			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4	1	Principal, Teacher in charge of Cameron Prep	Student sign-in sheets, STAAR scores of students attending, Istation/AR STAR Reports			
9) Cameron Prep School, an after school intervention program will focus on targeted Reading TEKS and provided small group intervention for students struggling with those TEKS.	Funding Sources: Comp ed, Local					

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7	1, 2, 4, 10	Principal, PLC teams	Lead4ward planning guide, notes from team meetings, walkthrough notes targeting specific instructional strategies			
10) 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.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2	1, 2, 8, 9	Principal, Reading Interventionist, Teachers	STAAR results, unit assessments, benchmarks, walkthroughs to monitor for effect intervention			
11) The reading interventionist will provide pull out small group instruction. 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.	Funding Sources: Local					
Critical Success Factors CSF 7	3, 5	Assistant Superintendent	Sign-in Sheets			
12) University job fairs will be attended to seek qualified bilingual educators.	Funding Sources: Title 2					
Critical Success Factors CSF 1 CSF 7	3, 5	Principal	Applicants from job boards.			
13) Openings for bilingual teachers will be heavily recruited through local universities and education service centers.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7	1, 2, 4, 9	Principal, Reading Interventionist, SPED Teacher	STAAR Results, Istation, AR STAR, DRA, unit assessments, benchmarks			
14) Wilson Fundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist and SPED teacher will receive available phonics training.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2	1, 2, 3, 8, 9	Principal, Interventionists, Teachers	Intervention records, I-Station			
15) All students who tested Tier III through Istation will receive small-group pullout intervention.	Funding Sources: Title 1, Local					

State System Safeguard Strategy **Federal System Safeguard Strategy** 16) 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, and local assessment data tracking progress towards the goal. This will include all state assessed subjects.		Principal, Classroom Teachers	Goal-Setting form			
Critical Success Factors CSF 3 CSF 7 17) The number of walkthroughs done each semester by the campus principal will increase by 50%.	4	Principal	Walkthrough Analysis Reports			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: Establish a culture of academic excellence.

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

Summative Evaluation: STAAR, Unit Assessments, Benchmarks

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
State System Safeguard Strategy **Critical Success Factors** CSF 1	1, 2, 4	Principal, Lead Teachers	Science TAKS, Purchase Orders, Science team Agendas			
1) All Campus science curriculum and instructional materials will continue to be analyzed, modified, and addressed to meet STAAR and campus goals.	Funding Sources: Local					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7	1, 2, 4, 10	Principal	Participation Certificates, agendas, sign-in sheets, Eduhero Modules			
2) All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students	Funding Sources: Local					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	4	Principal, Assistant Principal	Observations, Progress Monitoring, STAAR Science scores			
3) Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science.	Funding Sources: Local, Title 1					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	1, 2, 4, 8	Science Teachers	Lead4ward Planning Guide, notes from meetings			
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.	Funding Sources: Local					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4	1, 2	Principal, Lead Teacher	Observations, Lesson Plans			
5) All grade levels will plan for 2 hands-on TEKS-based labs per week.	Funding Sources: Local					

Strategy	Staff Responsible	Evidence that Demonstrates Success			
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 6) Science lead teacher will submit a supply list for lab materials to the office. The office will purchase all science lab materials needed for the upcoming unit.	1, 2	Principal, Lead Teacher	Information from grade-level meetings, purchase records			
	Funding Sources: Local				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 7) BrainPop will be used regularly in science classes and included on lesson plans by science lead teacher.	1, 2, 10	Principal, Lead Teacher	Observations, Lesson Plans, Grade-level meeting information			
	Funding Sources: Title 1, Local				
Critical Success Factors CSF 1 CSF 2 CSF 7 8) Teachers will continue to use TCMPC scope and sequence while using STEMScopes as a resource. Adjustments will be made to focus on highly tested units.	1, 2, 8, 10	Principal, Science Lead Teacher	Information gathered from grade-level meeting and lead teachers, Progress Monitoring data			
	Funding Sources: Local				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 9) Field trips will be used as a means to develop deeper understanding of the science curriculum.	1, 2	Principal	Progress Monitoring, STAAR			
	Funding Sources: Local				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 10) Data will be reviewed using DMAC in Grades 3-5 to identify specific focus areas.	1, 2, 8, 9	Principal, Science Teachers	Progress Monitoring, Benchmarks, STAAR			
	Funding Sources: Local				
State System Safeguard Strategy **Critical Success Factors** CSF 2 11) 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, and local assessment data tracking progress towards the goal. This will include all state assessed subjects.		Principal, Classroom Teachers	Goal-Setting Form			
Critical Success Factors CSF 3 CSF 7 12) The number of walkthroughs done each semester by the campus principal will increase by 50%.		Principal	Walkthrough Analysis Reports			

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Campus #101
October 14, 2016 4:09 pm

Goal 1: Establish a culture of academic excellence.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 4	Principal, Teachers	Report of Progress in content team meetings - Agendas, Planning Guides, walkthrough data			
Critical Success Factors CSF 1 CSF 2 1) Instructional content and strategies will be aligned in each grade-level and vertically through weekly PLCs focusing on lesson planning and implementation of specific instructional strategies. Planning Guides from Lead4ward will be used to plan common lessons/strategies for each unit of instruction.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 9	Principal, Teachers	Student performance in each campus accelerated program			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Intervention will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension activities and after school tutorials).	Funding Sources: Title 1, Comp ed					
State System Safeguard Strategy **Federal System Safeguard Strategy**	2, 4	Principal, Teachers				
Critical Success Factors CSF 1 3) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Funding Sources: Local					
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	1, 2, 8, 9	Principal, Math Interventionist, Teachers	Response to Intervention (RTI) Tier Level Classes with MSTAR/ESTAR, Unit assessments, benchmarks, and STAAR			
4) Cameron Prep, the after school intervention program will be changed in the following ways: groups size will be reduced to a maximum of 6 students, 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 and 1 for SPED	Funding Sources: Local, Comp ed					

State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 4, 8	Principal, Lead Teachers	PLC meetings, feedback from walkthroughs			
Critical Success Factors CSF 1 CSF 7 5) Mathematics teachers will receive professional development through the TEA Academies. They will implement anchor charts as taught through the academies.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 8	Principal, Lead Teachers	Benchmark results, Math Team Meeting Agendas/Gateway Assessments & Goals/Guided Math Running Records			
Critical Success Factors CSF 1 CSF 7 6) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 3, 4, 9, 10	Principal, Math Lead Teachers, Math Interventionists	Classroom Walkthroughs, student performance on Benchmark assessments and STAAR results			
Critical Success Factors CSF 1 CSF 4 7) Math Intervention will be modified based on teacher input.	Funding Sources: Title 2, Local, Local					
State System Safeguard Strategy **Federal System Safeguard Strategy**	8, 9, 10	Principal, Teachers	Grade Reports, STAAR			
Critical Success Factors CSF 1 CSF 2 CSF 4 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	Funding Sources: Title 1					
State System Safeguard Strategy **Federal System Safeguard Strategy**	1, 2, 8, 9, 10	Principal	Student sign in sheets, STAAR scores of students attending			
Critical Success Factors CSF 1 CSF 2 CSF 4 9) Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.	Funding Sources: Title 1, Comp ed					
State System Safeguard Strategy **Federal System Safeguard Strategy**	4	Principal, Teachers	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting/Unit Assessment Data/TEKS Verbage Breakdown			
Critical Success Factors CSF 1 CSF 2 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.	Funding Sources: Local					

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7 11) Teachers will attend TEA math academies as a means to increase knowledge of scientifically-based mathematics strategies.	4	Assistant Superintendent, Principal	Classroom Walkthrough Data, District Benchmarks, STAAR Results	
	Funding Sources: Title 1			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 12) Teachers will utilize lessons designed by Region 6 mathematics cohort as an instructional resource.		Assistant Superintendent, Principal	Progress Monitoring, STAAR results	
	Funding Sources: Local			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 2 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, and local assessment data tracking progress towards the goal. This will include all state assessed subjects.		Principal, Classroom Teachers	Goal-Setting Form	
Critical Success Factors CSF 3 CSF 7 14) The number of walkthroughs done each semester by the campus principal will increase by 50%.		Principal	Walkthrough Analysis Reports	
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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.

Summative Evaluation: PEIMS Discipline Data; Educators' Handbook Reports

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

Critical Success Factors CSF 6	2	Principal	Copies of those items			
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.	Funding Sources: Local					
9) Parents and Visitors to the school will utilize the new Security Upgrades installed. They will check their Tx. Dl at the front office sliding window, and then enter the building when buzzed through the front doors.	10	PEIMS Clerk Principal	Parent Sign- In Sheet			
	Funding Sources: Local					
10) An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a crisis situation or school closings. (Blackboard Connect)		Principal PEIMS Clerk Campus Secretary	BlackBoard Connect/Now Reports			
	Funding Sources: Local					
Critical Success Factors CSF 6 11) CES will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.	1, 2	Principal Staff Custodians	Feedback from parent surveys, phone logs			
	Funding Sources: Local					
12) Foundations, as a part of the Safe and Civil Schools program, will begin implementation. One common area for each semester will be the focus.	2	Principal, Foundations team members	Written plan for common areas, common area observations, feedback from teachers			
Critical Success Factors CSF 6 13) An 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 results in more effective use of the online discipline referral system.		Principal	Office referral data through the Educator's Handbook.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

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

Summative Evaluation: Program participation records, Attendance Rates, Discipline Reports

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

Critical Success Factors CSF 4 7) Campus will closely monitor student absences. Students parents will be called when they are absent to confirm the excuse for absence, an attendance committee will meet monthly to address student absences and monitor attendance.	1, 2	Principal PEIMs Clerk	PEIMS Data			
	Funding Sources: Local					
Critical Success Factors CSF 4 CSF 5 8) Utilize Community In Schools Program for Title I Outreach and for meeting student needs	1, 2	Principal CIS Coordinator	Student referrals/Evaluation			
	Funding Sources: Local					
Critical Success Factors CSF 1 CSF 2 CSF 4 9) Cameron Prep School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.	1, 2, 8, 9, 10	Principal	Student sign in sheets, STAAR scores of students attending			
	Funding Sources: Title 1, Comp ed					
10) Physical Education 250 minutes per 2-week period	2, 10	Physical Education	FitnessGram			
	Funding Sources: Local					
Critical Success Factors CSF 6 11) Continue evaluating, revising, and implementing the safe and secure emergency response plan.	10	Principal Safety Team	Agenda Minutes from the campus safety team			
	Funding Sources: Local					
Critical Success Factors CSF 6 12) 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.	1, 2	Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Driska's agenda from Character Classes/forms of Mrs. Driska's counseling groups			
	Funding Sources: Local					
Critical Success Factors CSF 6 13) Red Ribbon Week will be observed at CES, focusing on saying "No" to drugs	10	Principal Counselor School Nurse Teachers	Students will participate in drug awareness activities/copies of activites/pictures of activities			
	Funding Sources: Local					
Critical Success Factors CSF 6 CSF 7 14) Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication.	1, 2, 4	Principal	Agendas, memoranda, work records, and principal documentation			
	Funding Sources: Local					
Critical Success Factors CSF 3 CSF 7 15) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	1, 2, 4, 10	Principal Counselor Diagnostician	Staff Meeting Agenda, Acknowledgement form			
	Funding Sources: Local					

Critical Success Factors CSF 5 CSF 6	Principal Office Staff	Feedback from parent surveys, phone logs			
16) CES will provide a welcoming environment for all stakeholders.	Funding Sources: Local				

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Goal 3: Encourage students to maximize their individual potential.

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

Summative Evaluation: State Accountability Index 2

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1 CSF 2 1) 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.	1, 2, 8, 9, 10	Principal, Counselor, Teachers	Progress Monitoring Tools (Benchmarks, Istation/ESTAR/MSTAR) TELPAS, STAAR, STAAR M, STAAR Alt, Disaggregated results are shared in team meetings.			
		Funding Sources: Title 1, Local				
Critical Success Factors CSF 1 CSF 2 2) 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.	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, Title III, Local, Comp ed				
Critical Success Factors CSF 1 CSF 2 3) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.	2, 4, 9	Campus principal, Counselor, Diagnostician	Sign in Sheets, Certificates, Classroom walkthroughs, Staff Meeting Agendas			
		Funding Sources: Title 2, Local				
Critical Success Factors CSF 1 CSF 2 4) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	1, 2, 4, 9, 10	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.			
		Funding Sources: Title 1, Title 2, Local				
Critical Success Factors CSF 1 CSF 2 5) Tier interventions will continue to be refined in special education for identified students with learning disabilities in 3-5.	1, 2, 8, 9	Principal, Special Ed Teacher, Regular Ed Teachers	Teacher Lesson Plans, Principal Walkthroughs, Content Team Agendas/IEP Goals/VB-Mapp Data			
		Funding Sources: Local				
Critical Success Factors CSF 1 CSF 2 6) 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).	1, 2, 8, 9	Principal, Teachers	Student performance in each campus accelerated program			
		Funding Sources: Title 1, Comp ed				

Critical Success Factors CSF 1 CSF 2		Principal, Teachers	Student performance in each campus accelerated program	
7) Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process.	Funding Sources: Title 1, Title 2, Comp ed			
8) 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			
Critical Success Factors CSF 6	2	Principal Teachers	Number of positive office visits will increase	
9) 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	Funding Sources: Local			
Critical Success Factors CSF 5 10) 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	

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Goal 4: Utilize innovative technology to stimulate continuous learning.

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

Summative Evaluation: Technology Development Plans, Classroom Walkthroughs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 1	4, 10	Principal, Teachers	Walkthrough Reports, Software Usage Reports			
1) Teachers will utilize instructional technology to enhance instruction using interactive projectors, Discovery ED, Brain POP, Istation, Think through Math, Accelerated Reading, ChromeBooks, and iPads.	Funding Sources: Title 2, Local					
2) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	1, 2, 4, 10	Principal, Technology Integration Specialist	Lesson plans, classroom walk throughs, staff development Agendas			
	Funding Sources: Title 1, Title 2					
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					
4) 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.	1, 2, 4, 10	Technology Instructional Specialist, Principal	TechViews Report, Administrative walk throughs, Staff Development Meetings, T-TESS, STAAR Scores			
	Funding Sources: Local					
Critical Success Factors CSF 1	1, 2, 8, 10	Principal, Special Education Teacher	Administrative walk throughs, Progress Reports, Report Cards, STAAR Scores			
5) Technology will be integrated into instruction to increase student learning for students in Special Education.	Funding Sources: Title 1					
Critical Success Factors CSF 7	2, 4	Technology Instructional Specialist	Training Records, Classroom Walkthroughs			
6) Teachers and paraprofessionals will continue to receive training through a summer Technology Academy.	Funding Sources: Title 2					
Critical Success Factors CSF 7	4	Assistant Superintendent	Training Records, Evaluations from Summer Technology Conference			
7) Two teachers will serve on the Technology Team to lead district implementation initiatives and attend the Texas Computer Educators Association conference.	Funding Sources: Title 1, Rural Schools					

Critical Success Factors 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				
Critical Success Factors 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				
Critical Success Factors CSF 1 10) Discovery Education will be used toward students digitally viewing course content.		Principal	Classroom walkthroughs, Lesson plans			
		Funding Sources: Local				

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Goal 5: Foster success while maintaining fiscal responsibility.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
Critical Success Factors CSF 6 CSF 7	1, 2, 4	Principal, Counselor, Diagnostician	Staff Meeting Agenda, Acknowledgement form			
1) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.	Funding Sources: Local					
Critical Success Factors CSF 6 CSF 7	1, 2, 4	Asst. Superintendent, Principal	Staff Development Agenda			
2) Staff development on differentiation and classroom management will be provided.	Funding Sources: Local					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 7 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, such as Fig. 19D and Fig. 19E.	1, 2, 4	Principal, Reading Interventionist	Staff development agendas, Sign-In Sheets			
	Funding Sources: Local, Title 1, Title III					
Critical Success Factors CSF 7	1, 2, 4	Principal	Walkthroughs, planning meetings, lesson plans			
4) Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science.	Funding Sources: Local					
Critical Success Factors CSF 7	1, 2, 4	Principal, Lead Teacher	Walkthroughs, Observations, STAAR Writing scores			
5) Teachers will receive training in the beginning of the year and support, as needed, using the Empowering Writers program.	Funding Sources: Local					
Critical Success Factors CSF 1 CSF 2 CSF 7	1, 2, 4	Principal	Participation Certificates, agendas, sign-in sheets			
6) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.	Funding Sources: Local, Title 1, Title 2					
Critical Success Factors CSF 1 CSF 6	4	Principal	Participation Certificates, agendas, sign-in sheets			
7) All teachers will receive professional development on Working with Students in Poverty and on Working with At-Risk Students	Funding Sources: Title 1, Title 2, Local					

Critical Success Factors				
Critical Success Factors CSF 7		Principal, Counselor, SPED Teacher	Sign in sheets, staff development agendas	
8) All classroom teachers will have staff development on modification and accommodation training for SPED students.		Funding Sources: Title 2, Title III, Local		
Critical Success Factors CSF 7	4, 8	Principal, ESL Teacher	Sign in sheets, staff development agendas	
9) ESL/Bilingual teachers will attend training on the TELPAS.		Funding Sources: Local		
Critical Success Factors CSF 7	4	Principal, Technology Director	Lesson plans, classroom walk throughs, staff development Agendas	
10) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.		Funding Sources: Title 1, Title 2, Local		
Critical Success Factors CSF 2 CSF 7	4, 8	Counselor	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.	
11) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.		Funding Sources: Title 2, Local		
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State 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.
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 and teacher input. Lessons objectives will be based on student need as seen through Istation, DRA, 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 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	7	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	8	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	9	Cameron Prep School, an after school intervention program will focus on targeted Reading TEKS and provided small group intervention for students struggling with those TEKS.
1	1	10	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.
1	1	11	The reading interventionist will provide pull out small group instruction. 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	14	Wilson Fundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist and SPED teacher will receive available phonics training.
1	1	15	All students who tested Tier III through Istation will receive small-group pullout intervention.
1	1	16	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, and local assessment data tracking progress towards the goal. This will include all state assessed subjects.

Goal	Objective	Strategy	Description
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
1	2	3	Teachers will receive training in the beginning of the year and support, as needed, using StemScopes for science.
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.
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	BrainPop will be used regularly in science classes and included on lesson plans by science lead teacher.
1	2	9	Field trips will be used as a means to develop deeper understanding of the science curriculum.
1	2	10	Data will be reviewed using DMAC in Grades 3-5 to identify specific focus areas.
1	2	11	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, and local assessment data tracking progress towards the goal. 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. 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.
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 modified based on teacher input.
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 School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.

Goal	Objective	Strategy	Description
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.
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 lessons designed by Region 6 mathematics cohort as an instructional resource.
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, and local assessment data tracking progress towards the goal. 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, such as Fig. 19D and Fig. 19E.

Federal 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.
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 and teacher input. Lessons objectives will be based on student need as seen through Istation, DRA, 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 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	7	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	8	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	9	Cameron Prep School, an after school intervention program will focus on targeted Reading TEKS and provided small group intervention for students struggling with those TEKS.
1	1	10	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.
1	1	11	The reading interventionist will provide pull out small group instruction. 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	14	Wilson Fundations will be implemented during pull out reading intervention and SPED resource for those students who need it. The reading interventionist and SPED teacher will receive available phonics training.
1	1	15	All students who tested Tier III through Istation will receive small-group pullout intervention.
1	1	16	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, and local assessment data tracking progress towards the goal. This will include all state assessed subjects.

Goal	Objective	Strategy	Description
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. 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	4	Cameron Prep, the after school intervention program will be changed in the following ways: groups size will be reduced to a maximum of 6 students, 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 and 1 for SPED
1	3	5	Mathematics teachers will receive professional development through the TEA Academies. They will implement anchor charts as taught through the academies.
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 modified based on teacher input.
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 School an afterschool extension program which addresses tutorials, coursework completion, and STAAR remediation will be continued and expanded if possible.
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.
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 lessons designed by Region 6 mathematics cohort as an instructional resource.
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, and local assessment data tracking progress towards the goal. 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, 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