

**Cameron Independent School District**  
**Cameron Junior High School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Board Approval Date:** October 10, 2016  
**Public Presentation Date:** October 17, 2016

## **Mission Statement**

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

## **Core Beliefs**

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

High expectations and teamwork are essential in maximizing performance.

Ethical behavior promotes organizational success.

Parent and community involvement impacts student performance.

People learn differently.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	8
Comprehensive Needs Assessment Data Documentation .....	9
Goals .....	11
Goal 1: Establish a culture of excellence.....	11
Goal 2: Provide a safe and disciplined learning environment for all students. ....	19
Goal 3: Encourage students to maximize their individual potential. ....	24
Goal 4: Utilize innovative technology to stimulate continuous learning. ....	27
Goal 5: Foster success while maintaining fiscal responsibility. ....	31
State System Safeguard Strategies .....	34
Title I .....	37
Schoolwide Program Plan .....	37
Ten Schoolwide Components .....	37
2016-2017 Campus Advisory Committee .....	41

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Academics—Students and Staff

What we are doing well:

1. Parent Communication through Alert Now, Facebook Page, Twitter, CJH Website, emails & mailouts.

Areas of Need:

#### 1. Attendance

- Tardiness are a concern. We need to address the number of tardies a student is allowed before it becomes a truancy issue. Set up Remind 101 notices to be sent out by homeroom teacher when a student reaches three tardies.
- Set up attendance committee to address excessive absences and decide what proper action needs to be taken (referral to CIS, detention, truancy charges, etc.)
- Send home reminder of students' absences to parents at 3, 5, and 7 absences.
- Implement Y Award Program to provide incentive where students can earn points for attendance toward an incentive at the end of the semester.
- Utilize PEIMS secretary, judicial system CPS and CIS personnel to address student absences.

#### 2. Training Opportunities

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

- Backward Design and Learning Target Staff Development

- ii. Lead4ward/STAAR4ward

- iii. Instructional Strategies Staff Development

- Provide Staff Development bi-monthly to address the needs of teachers and provide the proper training to facilitate these instructional practices effectively. Monitor the implementation of Backward Learning Design Learning Target, Teacher Reflection, and Questioning Strategies.
- Lead4ward/STAAR4ward Staff Development focusing on the demographics of our students, our accountability scores, and target areas.
- Lead4Ward Staff Development analyzing progress measures, student demographics, TEKS, and STAAR.
- Conduct regular Campus Assemblies with the grade-level students to address social issues, testing information, host guest speakers, etc.
- Address Co-Teach/Inclusional practices with appropriate staff development and workshops.
- Implement Writing training regarding the, “Empowering Writer’s” workshops.
- Continue to provide training to all Social Studies teachers to improve rigor and focus on instruction, in addition to providing training regarding the new Social Studies adopted digital textbooks.

### 3. Strategies

- Addition of a Math and Reading Teacher of core classes and electives, to allow for 90 minutes instructional time for Math and Reading.
- Add more elective choices focusing on trending middle school issues. Incorporate electives ranging from advanced academics, and general enrichment activities, such as digital newspapers, AVID, Worth the Wait, etc.
- Utilize a Math Extension class across multiple grade-levels to work with lower achieving students on a daily basis.
- Implement and Intervention Program to meet the needs of our below level reading students, structured through an extra Reading Extension Teacher. (Compass Learning)
- Service the ESL/Bilingual students through a core area certified teacher not through a pullout program to more efficiently incorporate the ELPS.
- Reduce the amount of core area failures through Response to Intervention, Student Intervention Teams and a specific learning target and goal for each student.
- Assess students BOY/MOY/EOY in Reading Development regarding students who are below grade-level using DRA, Istation, and the “Just Words,” Reading curriculum.
- Assess students BOY/MOY/EOY using “ESTAR,” and “Think Through Math,” in Math Development regarding students who are below grade-level.
- Add sections of Math Extension to provide identified students with more time-on-task in math.
- Utilize Cameron Prep for mandatory tutorials for those students who are performing below grade level in Reading, didn’t

meet the standard on the 2015 STAAR, or failed a core area such as Math and Reading for the 2014-2015 school year. Cameron Prep will use Edgenuity/Differentiated Instruction for the curriculum during these tutorials in addition with direct teach instruction.

- Develop strategies to increase the number of students receiving Advanced Academic Performance on STAAR in all testable areas.
- Integrate more cross-curricular writing assignments among all core areas to improve writing skills.
- Continue to utilize TCMPC Scope and Sequence in all core content areas.
- Continue to utilize Technology Applications classes to support interdisciplinary projects of the core curriculum.
- Improve/expand Career Explorations classes to address the new college readiness standards for high school graduation.

### Parent and Community

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What we are doing well:

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

Areas to address:

#### 1. Methods used for Encouraging Parental Involvement

- Need to incorporate a more effective way to involve our parents as volunteers. An online VIPS form, accompanied by an explanation at the beginning of school during a short parent meeting that explains what the VIPS form checks for and it's mandatory before they can volunteer.
- Invite parents to perform specific duties at our campus, such as Mom Mondays, and Work Together Wednesdays, where parents come and do the crosswalk, help out in the cafeteria, and work in the Math/Reading Labs.
- Incorporate more volunteer opportunities for our students such as Adopt A Highway, Flowerbed Restoration, Campus Clean Up Day, etc.

2. Implement Parent Training incorporating Scott & White Services/Counselors to instruct parents on hot topics.

- Parenting Strategies
- Health Issues
- Resources
- Social media and the law

3. Parental Development

- STAAR Monthly Meetings
- Monthly meetings where parents can participate in hands-on activities that their students are participating in, such as Web 2.0 Tools, Apps, PBL's, practice STAAR Test, etc.

### Facilities

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What we are doing well:

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

Areas of Need:

1. Create one way hallways, to control the flow of student traffic.
2. Partitions in Restroom needs replacing

3. Washer/Dryer needed in the Special Education classroom.
4. Paint Hallways in light gray to cover blemishes in hallways.
5. Window screens needed.
6. Curtains needed for stage.
7. Backdrop needed for stage.
8. Speed Bumps needed in back of school

## **Demographics**

### **Demographics Summary**

Cameron Junior High that has an enrollment of 409 students. The student population is made up of Economically Disadvantaged students, Hispanic students, African American students, White students, and Special Education students. The largest demographic group is our Economically Disadvantaged students, followed by our Hispanic students.

### **Demographics Needs**

Cameron Junior High needs to focus on closing the performance gaps between our Economically Disadvantaged students, Hispanic students, African American students and our White students. We need to focus on achieving progress between these sub-groups.



# 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
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- 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**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


# Goals

## Goal 1: Establish a culture of excellence.

**Performance Objective 1:** 1.1 Reading and Writing performance will exceed 80% on STAAR/EOC in all student groups.

**Summative Evaluation:** STAAR/PBMAS/TAPR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using Interactive White boards, Document Cameras, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Software usage/STAAR Scores			
Funding Sources: Tech Grant, Local, Title 2						
<b>State System Safeguard Strategy</b> 2) Students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
3) CJH students will use Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.		Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts			
<b>State System Safeguard Strategy</b> 4) ELAR Teachers will attend Empowering Writing Training, consult with Jill Rouse from ESC 6, and attend C2L collaboration.	1, 4	Principal	Writing Benchmark results/STAAR Results			
Funding Sources: Title 1						
5) 6-8 Reading professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the district curriculum.	1, 2	Principal	Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6			
Funding Sources: Title 1, Title 2						
6) The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students using the Passports curriculum.	1, 2	Principal/Extension Teachers	Student benchmarking data, AR dats			
Funding Sources: Title 1, Title 2						
<b>State System Safeguard Strategy</b> 7) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.	8	Principal/Teachers	Data results disaggregated and results shared in content team meetings.			
<b>State System Safeguard Strategy</b> 8) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.		Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA			

<p align="center"><b>State System Safeguard Strategy</b></p> <p>9) Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.</p>	1, 9	Principal	Student Sign-In sheets/STAAR Scores of students attending/DMAC data			
Funding Sources: Title 1						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>10) 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>		Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>11) All ELAR Students will be given a reading inventory TMSFA at BOY, MOY, EOY</p>		ELAR Teachers	Reports			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>12) All Teachers will participate in STAAR4WARD</p>		Lead4Ward Team/Teachers/Principals	Webinar completion/Evidence of Instructional Planning and Data Analysis			
<p>13) Each teacher will have three complete walk-throughs per six weeks done by the principal, and three walk-throughs done by the assistant principal</p>		Principal/Assistant Principal				
						

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

**Performance Objective 2:** 1.2 Math and Science performance will exceed 80% on STAAR in all student groups.

**Summative Evaluation:** STAAR/PBMAS/TAPR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p align="center"><b>State System Safeguard Strategy</b></p> <p>1) The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students using the ALEKS program and curriculum.</p>	1, 2	Principal/Extension Teachers	Student benchmarking data, AR data			
Funding Sources: Title 1, Title 2						
2) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.		Principal/Teachers	Data results disaggregated and results shared in content team meetings.			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>3) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.</p>		Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>4) Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.</p>	1, 4	Principal	Student Sign-In sheets/STAAR Scores of students attending/DMAC data			
Funding Sources: Title 1						
5) The Accelerated Education program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)		Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records			
6) Mathematics Teachers will receive professional development regarding the use of ALEKS Math and in the use of the Ten Marks/Kahn Academy program and on strategies for teaching math.		Principal	Participation certificates, agendas, sign-in sheets			
7) Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.		Principals	Benchmark results, Math team Meeting Agendas/Gateway Assessments and Goals/Guided Math Running Records			

8) Grade-Level teachers will work together to review, analyze, revise and keep the Scope and Sequence current in TCMPC. Teaches and campus staff will use the scope and sequence developed in TCMPC when planning lessons and calendars.	Principals/Teachers	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting/Unit Assessment, Data/TEKS Verb-age Breakdown			
9) Math Teachers will participate in C2L to analyze data, and compare/contrast teaching strategies through analyzing assessments.	Math Teachers	Data Assessments			
10) All Math teachers will participate in STAAR4WARD	Lead4Ward Team/Team Leaders	Completion of webinars and all materials			
11) Each teacher will have three complete walk-throughs per six weeks done by the principal, and three walk-throughs done by the assistant principal	Principal/Assistant Principal				

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

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

**Performance Objective 3:** 1.3 Special programs will meet or exceed state and federal assessment standards.

**Summative Evaluation:** STAAR/DMAC/PBMAS/TAPR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p><b>State System Safeguard Strategy</b></p> <p>1) 6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.</p>		Principal	Staff Development agenda, Sign-In Sheets			
<p><b>State System Safeguard Strategy</b></p> <p>2) ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students</p>	3	Principal/Teachers	Sign-In Sheets/Staff Development Agendas			
<p><b>State System Safeguard Strategy</b></p> <p>3) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.</p>	1, 2	Principal	Participation Certificates, agendas, sign-in sheets			
<p><b>State System Safeguard Strategy</b></p> <p>4) CJH Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they see in the walk through.</p>		Instructional Leadership Team	Instructional Leadership Evaluation results, walkthrough reports through Eduphoria, Content Area team agendas, PDAS reports.			
<p><b>State System Safeguard Strategy</b></p> <p>5) The district's expectation of learning will be restated in language that students will understand by the campus teachers. As a unified campus faculty, the campus classroom expectations of learning will be posted in every classroom on the campus.</p>		Principal	Expectations will be posted in each classroom.			
<p><b>State System Safeguard Strategy</b></p> <p>6) Social Studies teachers will participate in weekly staff development activities disseminating the data of the TEKS, assessments, and instructional practices.</p>		Principal, Teachers	Agendas, Data			
<p><b>State System Safeguard Strategy</b></p> <p>7) CJH Social Studies Teachers will participate in an ePLC through Lead4Ward.</p>		Assistant Principal/Principal	Completion of Webinars/Workshop attendance/Instructional planning and data analysis			
<p><b>State System Safeguard Strategy</b></p> <p>8) Special Education Teachers will participate in TEKSresource implementation Scope and Sequence, YAG, IFD, C2L, and assessment desegregation.</p>		Principal Assistant Principal	Certificates; Planning Documents, Data, and Assessments			

<b>State System Safeguard Strategy</b>		Principal	Certificates, Walk-Throughs, Students PLAAFP statements.			
9) Differentiated Instruction Training for Special Ed. Teachers						
<b>State System Safeguard Strategy</b>		Principal	Certificates of Completion			
10) ESC AU Webinar Training						
11) Each teacher will have three complete walk-throughs per six weeks done by the principal, and three walk-throughs done by the assistant principal		Principal/Assistant Principal				








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

**Performance Objective 4:** 1.4 All limited English proficient students will show at least one level of advancement on TELPAS.

**Summative Evaluation:** TELPAS/PBMAS/STAAR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using Interactive White Boards, Document Cameras, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Softward usage/STAAR Scores			
Funding Sources: Tech Grant, Title 1, Title 2						
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
3) ELAR Teachers will attend Empowering Writing Training, consult with Jill Rouse from ESC 6, and participate in C2L.	1	Prinipal	Writing Benchmark results/STAAR Results/C2L assessments			
Funding Sources: Title 1						
4) 6-8 Reading professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the district curriculum.	1, 2	Principal	Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6			
Funding Sources: Title 1, Title 2						
5) The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students using the Passports curriculum.	1, 2	Principal/Extension Teachers	Student benchmarking data, AR dats			
Funding Sources: Title 1, Title 2						
6) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.		Principal/Teachers	Data results disaggregated and results shared in content team meetings.			
<b>State System Safeguard Strategy</b> 7) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.		Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA			
<b>State System Safeguard Strategy</b> 8) Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.	1, 4	Principal	Student Sign-In sheets/STAAR Scores of students attending/DMAC data			
Funding Sources: Title 1						

<p align="center"><b>State System Safeguard Strategy</b></p> <p>9) 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>		Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>10) CJH Will utilize the Student Intervention Team to as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions</p>		Principal/Counselor/Teachers	Progress Monitoring Tools (Benchmarks, DMAC, AR, Ten Marks, MSTAR)			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>11) 6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.</p>		Principal	Staff Development agenda, Sign-In Sheets			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>12) ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students</p>	3	Principal/Teachers	Sign-In Sheets/Staff Development Agendas			
<p align="center"><b>State System Safeguard Strategy</b></p> <p>13) Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.</p>	1, 2	Principal	Participation Certificates, agendas, sign-in sheets			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

**Performance Objective 1:** 2.1 Students will be educated in learning environments that are safe and conducive to learning.

**Summative Evaluation:** PEIMS/Discipline referrals/Emergency Drill Reports/Open Forum Feedback/Blackboard Connect Reports/Parent Surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency.		Principal	Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website			
2) Staff development on discipline Management Plan will be conducted at the beginning of the year.		Principal	Staff Development Agenda			
3) The policies and procedures in the In School Behavior room will be monitored throughout the year. The ISS teacher will implement behavior techniques recommended by BMSS		Principal/ISS Teacher & Aide	Meeting agendas, ISS Observations			
4) 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 Junior High School is the front porch of the building.		Principal	Copies of those items			
5) 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.		PIEMS Clerk/Secretary/Principal	Parent Sign- In Sheet			
6) 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.		Principal/PIEMS clerk	Individual Parent/Student Documentation			
7) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be imbedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.		Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Vaculin's agenda from Character Classes/forms of Mrs. Vaculin's counseling groups			
8) Red Ribbon Week will be observed at CJH, focusing on saying "No" to drugs		Principal Counselor School Nurse Teachers	Students will participate in drug awareness activities/copies of activites/pictures of activities			
9) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.		Instructional Leadership Teams	Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports			






10) Continue evaluating, revising, and implementing the safe and secure emergency response plan.		Principal Safety Team	Agenda Minutes from the campus safety team			
11) Safe and Civil Team will be implemented to carry out campus school wide reform.		SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures			
12) Each teacher will have three complete walk-throughs per six weeks done by the principal, and three walk-throughs done by the assistant principal		Principal/Assistant Principal				

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

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

**Performance Objective 2:** 2.2 Facilities and processes will be enhanced in order to promote Cameron ISD in positive ways.

**Summative Evaluation:** Open Forum Feedback/Parent Surveys






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency.		Principal	Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website			
2) Staff development on discipline Management Plan will be conducted at the beginning of the year.		Principal	Staff Development Agenda			
3) 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 Junior High School is the front porch of the building.	6	Principal	Copies of those items			
4) 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.		PIEMS Clerk/Secretary/Principal	Parent Sign- In Sheet			
5) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be imbedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.		Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Stroud's agenda from Character Classes/forms of Mrs. Stroud's counseling groups			
6) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.		Instructional Leadership Teams	Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports			
7) Continue evaluating, revising, and implementing the safe and secure emergency response plan.		Principal Safety Team	Agenda Minutes from the campus safety team			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** 2.3 Administrators and staff will consistently follow policies and procedures of the campus.

**Summative Evaluation:** Discipline Referrals/PEIMS/Emergency Drill Reports/Open Forum Feedback/Parent Surveys


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) A discipline management plan will be written and placed in each campus student code of conduct in order to provide consistency.		Principal	Student Code of conduct and Parent/Student Handbook, Campus discipline folders, student Responsibility folders/Educator Handbook Website			
2) Staff development on discipline Management Plan will be conducted at the beginning of the year.		Principal	Staff Development Agenda			
3) The policies and procedures in the In School Behavior room will be monitored through out the year. The ISS teacher will implement behavior techniques recommended by BMSS		Principal/ISS Teacher & Aide	Meeting agendas, ISS Observations			
4) 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 Junior High School is the front porch of the building.		Principal	Copies of those items			
5) 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.		PIEMS Clerk/Secretary/Principal	Parent Sign- In Sheet			
6) 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.		Principal/PIEMS clerk	Individual Parent/Student Documentation			
7) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be imbedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.		Principal Counselor Teachers	Reflective Processes of Character Building Form, lesson plans/copies of Mrs. Stroud's agenda from Character Classes/forms of Mrs. Stroud's counseling groups			
8) Red Ribbon Week will be observed at CJH, focusing on saying "No" to drugs		Principal Counselor School Nurse Teachers	Students will participate in drug awareness activities/copies of activites/pictures of activities			
9) Administrator will monitor expectations of learning using the Curriculum Walk Through Model.		Instructional Leadership Teams	Principal Meetings Monthly with Principals with Asst. Superintendent Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports			

10) Continue evaluating, revising, and implementing the safe and secure emergency response plan.		Principal Safety Team	Agenda Minutes from the campus safety team			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 1:** 3.1 Students will be given opportunities to grow their individual talents and develop new strengths.

**Summative Evaluation:** Parent-Teacher Conferences/Phone Logs/Parent Night Agendas & Sign-In Sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Red Ribbon Week will be observed at CJH, focusing on saying "No," to drugs. We will involve the community through donations, evening meetings, guest speakers, and pledges.		Principal, Counselor, School Nurse, Teachers	Students will participate in drug awareness activities/Yoe Spirit			
2) 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.		Principal PE Coach	Class Rosters			
3) Students will have an opportunity to try out for various academic U.I.L. events and compete in the District UIL Academic Meet		Principal/Teachers	UIL Rosters/Placings in District			
4) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.		Principal/Diagnostician/Counselor	Trainings and rosters			
5) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.		Principal/Special Education Teachers	Rosters & Agendas			
6) The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.		Dyslexia Teacher/Principal/Counselor	Curriculum Meeting Agendas			
						








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

**Performance Objective 2:** 3.2 CJH staff will create a culture of high expectations for professionalism and character.

**Summative Evaluation:** TTESS Evaluations


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Softward usage/STAAR Scores			
Funding Sources: Tech Grant, Title 1, Title 2						
2) Staff and students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
3) CJH students & staff will use Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.		Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts			
4) Teachers will create a culture of high expectations for professionalism and character by creating rigorous classrooms aligned with the district and state curriculum.	1, 2	Principal	Staff development agendas/Sign-In sheets/Lead4Ward/ Modules & Webinars/ Guided Reading Training ESC 6			
Funding Sources: Title 1, Title 2						
5) Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.		Principal/Teachers	Data results disaggregated and results shared in content team meetings.			
<b>State System Safeguard Strategy</b> 6) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.		Principal/Teacher	Report of Progress in content team meetings-agendas evaluate use of through reporting DMAC/MSTAR/ESTAR/DRA			
<b>State System Safeguard Strategy</b> 7) Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.	1, 4	Principal	Student Sign-In sheets/STAAR Scores of students attending/DMAC data			
Funding Sources: Title 1						
<b>State System Safeguard Strategy</b> 8) The Accelerated Reading program will be used to monitor student reading levels and progress. Incentives will be provided for students who meet their reading goals. (prizes, lunch with the principal, movie reward, etc.)		Principal/Teachers	Accelerated Reading reports/Yoe Spirit Sticks/ Y Award Incentive Trip/Guided Reading Running Records			

9) Red Ribbon Week will be observed at CJH, focusing on saying "No," to drugs.	Principal, Counselor, School Nurse, Teachers	Students will participate in drug awareness activities/Yoe Spirit			
10) 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.	Principal PE Coach	Class Rolls			
11) Students will have an opportunity to try out for various academic U.I.L. events and compete in the District UIL Academic Meet	Principal/Teachers	UIL Rosters/Placings in District			
12) Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies.	Principal/Diagnostician/Counselor	Trainings and rosters			
13) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Principal/Special Education Teachers	Rosters & Agendas			
14) Safe and Civil Team will be implemented to carry out campus school wide reform.	SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures			
15) Teachers will conduct themselves in accordance with the Texas Teacher Standards.	Principal	Renewal of Teaching Assignments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

**Performance Objective 1:** 4.1 All students will utilize technology, receive post-secondary opportunities and career training.






**Summative Evaluation:** Technology Trainings/Google Classrooms Accounts/Presentations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Softward usage/STAAR Scores			
Funding Sources: Tech Grant, Title 1, Title 2						
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
3) CJH students will use Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.		Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts			
4) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Softward usage/STAAR Scores			
Funding Sources: Tech Grant, Title 1, Title 2						
5) Teachers will implement iCEV curriculum and resources for 6th, 7th, and 8th grade students. 6th and 7th graders will complete the Career Portals program and 8th grade will complete the Career Explorations curriculum.		Teachers & Principal	Completed courses by students, and iCEV Purchase Order			
6) CJH will set aside enrichment time each week to address the Career iCEV classes for 6th, 7th, and 8th graders. Students will complete these classes every Thursday and Friday during Enrichment.		Teachers, students and Principal.				
7) CJH will bring in Career Speakers to introduce potential career choices to our students.		Teachers, Principal	Guest Speaker list			
						

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

**Performance Objective 2:** 4.2 A technology integration specialist will be established to support the district's instructional staff.






**Summative Evaluation:** Agendas/Workshops/Trainings

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, &amp; Chromebooks through a one to one initiative.</p>	1	Principal	Walkthrough reports/Software usage/STAAR Scores			
Funding Sources: Tech Grant, Title 1, Title 2						
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
3) CJH students will use Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.		Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** 4.3 Instructional leadership practices will result in improved student performance.


**Summative Evaluation:** Evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Softward usage/STAAR Scores			
	Funding Sources: Tech Grant, Title 1, Title 2					
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
3) CJH students will use Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.		Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts			
4) Staff will participate in weekly core area planning meetings to address curriculum issues, obstacles, and collaborate to vertically align instruction.		Teachers, Principal	Agendas/Data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 4:** 4.4 Students will create technology enriched performance indicators based on Bloom's Digital Taxonomy.






**Summative Evaluation:** Technology usage and data charts/Project Completion/Google Classroom Accounts and Digital Subscriptions

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Softward usage/STAAR Scores			
	Funding Sources: Tech Grant, Title 1, Title 2					
2) Students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
3) CJH students will use Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.		Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts			
4) Teachers will utilize instructional technology to enhance instruction using SMARTboards, ELMOS, Digital Projectors, & Chromebooks through a one to one initiative.	1	Principal	Walkthrough reports/Softward usage/STAAR Scores			
	Funding Sources: Tech Grant, Title 1, Title 2					
5) Students will create projects, ideas, and display instructional content through various levels of methodologies.		Principal/Teachers	Student work			
						

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

**Performance Objective 1:** 5.1 CJH will use various methods of communicating with the public.


**Summative Evaluation:** Facebook Account activity/Twitter Account activity/Mailouts/Blackboard Connect

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Teachers will utilize instructional technology to enhance communications with the public including parents, stakeholders, and community organizations. We will maintain campus Facebook Accounts, Twitter accounts, and an updated website.	1	Principal	Walkthrough reports/Software usage			
Funding Sources: Tech Grant, Title 1, Title 2						
2) CJH students will use Edmodo, Twitter, and Facebook to collaborate with other students, stimulate learning, and interact virtually to stimulate learning.		Principal/Teacher	Facebook Page & Google Drive/Google Classrooms/Student Accounts			
3) CJH will use Blackboard connect, Facebook, Remind, plus mailouts to communicate effectively and efficiently with parents		Principal, Teachers, Secretary	Copies of mailouts, Facebook, Twitter accounts			
4) All Cameron ISD staff will receive staff development in confidentiality & sensitivity.		Principal Counselor Diagnostician	Staff Meeting Agenda, Acknowledgement form			
5) CJH will provide a welcoming environment for all stakeholders.		Principal Office Staff	Feedback from parent surveys, phone logs			
6) CJH Staff will maintain an updated marquee, send home mailouts regarding important information and notices to parents. We will mail home Report Cards as well as, sensitive materials related to state testing		Principal/Teachers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** 5.2 CJH staff will promote CJH in positive ways.

**Summative Evaluation:** TTESS/Evaluations






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) Staff will participate in extra-curricular activities sponsoring clubs during the enrichment.		Principal, Teachers	Club rosters/Awards/Recognition			
2) Staff will participate in monthly parent nights, school dances, and activities hosted here at CJH.		Principal	Agendas, Handouts, Mailouts			
3) CJH staff will maintain school facilities, monitor play ground equipment, and keep the grounds litter free.		Principal, Teachers	Feedback from parent surveys, phone logs			
4) Safe and Civil Team will be implemented to carry out campus school wide reform.		SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures			
						



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

**Performance Objective 3:** 5.3 CJH staff will create a culture of high expectations for professionalism and character.

**Summative Evaluation:** Character Education Lesson Plans and Sign-In Sheets/Agendas

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Mar	May
1) All staff will understand and implement the district vision, mission, and educational philosophy by developing a plan of creative ways of including the statements in campus norms.		Principal	Sign In sheets, Agendas, Lesson Plans			
2) A district-wide character plan will be initiated incorporating the six values, posted in the main entrance of the school, from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be imbedded into guidance classes using the Trevor Romain, "Bullies are a Pain in the Brain," program.		Principal Counselor Teachers	Activities each 6-week period with a different character trait.			
3) Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication.		Principal	Agendas, memoranda, work records, and principal documentation			
4) Positive reinforcements will be used to promote good behavior and participation in campus events, such as Student of the Month, and the CJH Y-Award		Principal, Teacher	Number of positive office visits will increase			
5) Campus-wide rules will be posted in each classroom and the hallways, signed by students and parents, and enforced consistently by all staff.		Principal Teachers	Parent/student signature pages and compact, observation of student behavior in the classrooms, hallways, and special areas.			
6) Safe and Civil Team will be implemented to carry out campus school wide reform.		SHIELD TEAM	SHIELD Initiatives/Workshop Participation/Procedures			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Students will create projects, ideas, and display instructional content through various levels of methodologies.
1	1	4	ELAR Teachers will attend Empowering Writing Training, consult with Jill Rouse from ESC 6, and attend C2L collaboration.
1	1	7	Practice STAAR and benchmark tests will be given on each campus regularly, using TAG, TCMPC and other assessment sources to analyze students needs in order to modify instruction to address deficient areas and address students in crisis in a more timely efficient manner.
1	1	8	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.
1	1	9	Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.
1	1	10	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	11	All ELAR Students will be given a reading inventory TMSFA at BOY, MOY, EOY
1	1	12	All Teachers will participate in STAAR4WARD
1	2	1	The Accelerated Education Interventions will continually be evaluated, aligned and revised to provide focused and appropriate instruction for struggling students. Response to Intervention (RtI) Tier Classes will address the specific needs of students using the ALEKS program and curriculum.
1	2	3	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.
1	2	4	Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.
1	2	5	The Accelerated Education 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	2	6	Mathematics Teachers will receive professional development regarding the use of ALEKS Math and in the use of the Ten Marks/Kahn Academy program and on strategies for teaching math.
1	2	7	Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.
1	3	1	6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.

Goal	Objective	Strategy	Description
1	3	2	ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students
1	3	3	Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.
1	3	4	CJH Administrator will continue to monitor curriculum using the Curriculum Walk Through Model. Administrator will check to see that lesson plans and scope and sequences match the instruction that they see in the walk through.
1	3	5	The district's expectation of learning will be restated in language that students will understand by the campus teachers. As a unified campus faculty, the campus classroom expectations of learning will be posted in every classroom on the campus.
1	3	6	Social Studies teachers will participate in weekly staff development activities disseminating the data of the TEKS, assessments, and instructional practices.
1	3	7	CJH Social Studies Teachers will participate in an ePLC through Lead4Ward.
1	3	8	Special Education Teachers will participate in TEKSresource implementation Scope and Sequence, YAG, IFD, C2L, and assessment desegregation.
1	3	9	Differentiated Instruction Training for Special Ed. Teachers
1	3	10	ESC AU Webinar Training
1	4	7	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.
1	4	8	Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.
1	4	9	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	4	10	CJH Will utilize the Student Intervention Team to as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions
1	4	11	6-8 Reading Professional development will be offered throughout the academic year to reinforce the 5 concepts of reading instruction and to reinforce implementation of the TCMPC curriculum used that will be used in the district.
1	4	12	ESL teachers will attend training on the TELPAS and various instructional methodologies to address the specific academic vocabulary needs of our ESL Students
1	4	13	Professional Development will include attendance at weekly staff developments, workshops, outside training, and educational conferences.
3	2	6	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 6-8. TCMPC will continue to be implemented to assist in lesson planning and scope and sequence building.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
3	2	7	Cameron Prep School an after-school extension program which addresses tutorials, coursework completion, and begin STAAR remediation will be continued and expanded if possible.
3	2	8	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.)

# Title I

## Schoolwide Program Plan

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

### Ten Schoolwide Components

#### 1: Comprehensive Needs Assessment

TAPR

STAAR

Attendance/Drop-Out

Surveys (Parent, community, Teacher, Student)

Other Assessment Results (MSTAR, Benchmarks, Etc.)

#### 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 qualifications 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 lasting impact on classroom instruction and the teacher's performance in the classroom and are not one day short term workshops or conferences. However, several one-day workshops that can be tied back to one instructional goal or objectives 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

### **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 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 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**

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

-Federal Title Programs

-Violence Prevention Programs

-Nutrition Programs

-Head Start



## 2016-2017 Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Wendy Mahan	Principal
Administrator	Matt Fitzsimmons	Assistant Principal
Business Representative	Misty Green	BMSS Rep
Business Representative	Sarah Kostrous	Classic Bank Rep
Classroom Teacher	Michelle Bethell	ELAR Teacher
Classroom Teacher	Stephanie Hause	Science Teacher
Classroom Teacher	Adrienne Henderson	Math Teacher
Classroom Teacher	Kapa Johnson	Math Teacher
Classroom Teacher	Laci Raspberry	ELAR Teacher
Classroom Teacher	Mary Stone	Math Teacher
Community Representative	Cassie Callahan	Community Representative
Community Representative	Teresa Hollas	Community Representative
District-level Professional	Allen Sapp	Superintendent
Non-classroom Professional	Choya Vaculin	Counselor
Parent	Carolyn Hux	Parent
Parent	Patsy Rothe	Parent