

Cameron Independent School District

District Improvement Plan

2017-2018



Mission Statement

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

Vision

Students will take intellectual risks and set personal goals

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

Students will effectively use technology as a learning resource

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution: African American 296 16.9% Hispanic 845 48.1% White 576 32.8% American Indian 1 0% Asian 7 0.4% Pacific Islander 0 0.0%
Two or More Races 30 1.7%

Economically Disadvantaged 1,308 74.5% Non-Educationally Disadvantaged 447 25.5% English Language Learners (ELL) 160 9.1% Students w/
Disciplinary Placements (2014-2015) 14 0.8% At-Risk 830 47.3%

Teachers by Ethnicity : African American 2.0 1.8% Hispanic 14.8 13.5% White 90.6 82.8% American Indian 1.0 0.9% Asian 1.0 0.9% Pacific Islander
0.0 0.0% Two or More Races 0.0

Demographics Strengths

The diversity of the community does not impede support for the school.

The graduation rate is 100%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district has experienced student growth over the past two years.

Problem Statement 2: Economically disadvantaged students lack school readiness skills.

Problem Statement 3: The district has not been successful in finding bilingual-certified teachers to serve the bilingual population at every grade level.

Problem Statement 4: Parent involvement is low across the district.

Problem Statement 5: Low performing students are most often chronically absent and/or tardy.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Percent at Level II Satisfactory Standard or Above All Grades:

| | State | District | AA | H | W | Asian | Two or More | SpEd | Eco Dis | ELL |
|----------------|-------|----------|-----|-----|-----|-------|-------------|------|---------|-----|
| All Subjects | 75% | 66% | 49% | 63% | 78% | 90% | 62% | 21% | 60% | 50% |
| Reading | 73% | 64% | 47% | 62% | 77% | -- | 67% | 17% | 59% | 52% |
| Mathematics | 76% | 69% | 53% | 67% | 80% | -- | 50% | 23% | 63% | 53% |
| Writing | 69% | 58% | 41% | 58% | 65% | -- | -- | -- | 54% | 59% |
| Science | 79% | 73% | 59% | 67% | 87% | -- | -- | 33% | 65% | 44% |
| Social Studies | 77% | 57% | 30% | 53% | 72% | -- | -- | -- | 27% | 48% |

Student Academic Achievement Strengths

Student performance on the Biology EOC is 90%.

Student performance on the U.S. History EOC is 93%.

Student performance in math at the 4th Grade level is above the state average.

Student performance in reading at the 5th-grade level matches the state average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The literacy achievement is low. Reading performance is below the state average of 73% at 64%. Writing achievement is below the state average of 69% at 58%.

Problem Statement 2: The Hispanic and African American subpopulations perform below the state averages.

Problem Statement 3: Special education students are performing below state averages.

Problem Statement 4: Economically disadvantaged students perform below state averages.

Problem Statement 5: EL students are performing below state averages.

Problem Statement 6: High performing students have limited opportunities to reach their fullest potential.

Problem Statement 7: Achievement in math is lower than the state average of 76% at 69%.

District Processes & Programs

District Processes & Programs Summary

Core classes use the TEKS Resource System. A curriculum guide does not exist for non-core classes.

Core teachers share a common planning period.

Teachers are evaluated with T-TESS.

Principals are evaluated with T-PESS.

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

District Processes & Programs Strengths

Core classes use the TEKS Resource System across the district.

The primary school implements Wilson Foundations to teach phonics.

The district is engaged in a collaboration with two neighboring districts. Teachers meet periodically throughout the year to plan assessments and instruction.

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: A pacing guide needs to be developed across the district.

Problem Statement 2: Teaching and learning expectations need to be established across the district.

Problem Statement 3: Assessment needs to lead to student intervention across the district.

Problem Statement 4: Tier I instruction needs to be more rigorous and engaging across the district.

Problem Statement 5: Design of local assessments needs to be improved.

Problem Statement 6: Processes to track individual student progresses need to be implemented across the district.

Problem Statement 7: Goal setting needs to be established.

Problem Statement 8: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district.

Perceptions

Perceptions Summary

Parent Survey Results

Sixty-three percent of parents responding to the parent survey agree that the district is preparing their student for the future.

Eighty-three percent of parents responding to the parent survey feel welcome at their child's school.

Seventy-one percent of parents responding to the parent survey feel that their child is making academic progress.

Sixty-nine percent of parents responding to the parent survey agree that their child's school is a safe place.

Sixty-five percent of parents responding to the parent survey agree that the curriculum is appropriate to challenge their child's abilities.

Seventy-seven percent of parents responding to the parent survey feel comfortable communicating with their school principal.

Sixty-six percent of parents responding to the parent survey feel that adequate counseling services are provided at their child's school.

Fifty-nine percent of parents responding the parent survey agree that discipline is consistent and that consequences for specific misbehavior are clearly stated.

Seventy-five percent of parents agree that their child's teacher is committed to their success.

Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home.

Results of Senior Survey:

Sixty-four percent of seniors agree that their counselor provided them with accurate and useful information.

Fifty-four percent of seniors agree that their teachers made learning exciting and encouraged them to continue their career.

Forty-four percent of seniors agree that they were provided with enough elective choices to allow them to explore different career opportunities.

Sixty-one percent of seniors agree that their teachers held high standards and required quality work.

Results of the Teacher Survey:

80.78% agree that the district has high expectations for every student.

64.62% agree that vertical alignment is a priority in the district.

73.84% agree that their professional development needs are being met.

46.15% agree that the emphasis on technology has increased student engagement.

83.84% agree that they are proud of their district.

43.85% agree that the Campus Code of Conduct is being fairly and consistently enforced on their campus.

Perceptions Strengths

Eighty-three percent of parents responding to the parent survey feel welcome at their child's school.

Seventy-five percent of parents agree that their child's teacher is committed to their success.

80.78% of teachers agree that the district has high expectations for every student.

83.84% of teachers agree that they are proud of their district

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Fifty-nine percent of parents responding the parent survey agree that discipline is consistent and that consequences for specific misbehavior are clearly stated

Problem Statement 2: Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home.

Problem Statement 3: Fifty-four percent of seniors agree that their teachers made learning exciting and encouraged them to continue their career.

Problem Statement 4: Forty-four percent of seniors agree that they were provided with enough elective choices to allow them to explore different career opportunities.

Problem Statement 5: 64.62% of teachers agree that vertical alignment is a priority in the district.

Problem Statement 6: 46.15% of teachers agree that the emphasis on technology has increased student engagement

Problem Statement 7: 43.85% of teachers agree that the Campus Code of Conduct is being fairly and consistently enforced on their campus.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Establish a culture of academic excellence.

Performance Objective 1: The percentage of all students performing at the Meets or Masters Grade Level Standard on the STAAR reading assessment will increase from 31% to 36% by May 2018.


Evaluation Data Source(s) 1: TPRI, STAAR, SAT, ACT, TMSFA

Summative Evaluation 1:

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

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|--|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Wilson Foundations will be implemented as part of the core reading program in Grades PK-3.</p> | 2 | Assistant Superintendent BME Principal CES Principal | Students will have a strong phonics foundation. | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: Local - \$2,400.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 4</p> <p>2) Today a Leader...Tomorrow a Reader initiative will be implemented.</p> | 2 | Superintendent Assistant Superintendent Principals | The importance and benefits of reading will be a focus of all stakeholders. | | | |
| <p>Problem Statements: Student Academic Achievement 1 Funding Sources: Local - \$0.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Bilingual reading materials will be purchased for grades 3 through 5 classrooms.</p> | 9 | CES Principal Bilingual Teachers | Local Assessments STAAR TELPAS | | | |
| <p>Problem Statements: Student Academic Achievement 1 Funding Sources: Title III - \$1,800.00</p> | | | | | | |

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|---|---|--|---|--|--|--|
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 4) The primary, elementary, and junior high campuses will implement Accelerated Reader and use the Renaissance Star to track reading progress. | 2 | Campus Principals Assistant Superintendent | Renaissance Star data STAAR Local Assessments | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: Local - \$18,000.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 5 5) Representatives (teachers) from the bilingual program will attend a Latino Family Literacy training. | 6, 9 | Assistant Superintendent BME Principal CES Principal | Families will learn how to assist their children with their literacy skills. | | | |
| | Problem Statements: Demographics 4 - Student Academic Achievement 1 - Perceptions 2 Funding Sources: Title III - \$5,600.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 6) Total Motivation Reading supplemental instructional materials will be supplied to grades 1-8. | 1, 10 | Principals Assistant Principals Instructional Coordinators Assistant Superintendent | Students' reading performance will improve. | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 5 Funding Sources: Comp ed - \$13,600.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 7) Independent Reading with Support will be implemented for every K-12 student. Staff will be trained in supporting students during independent reading. | 1, 2 | Principals Instructional Coordinators Assistant Principals Superintendent Assistant Superintendent | Students' reading skills and stamina will improve. | | | |
| | Problem Statements: Student Academic Achievement 1 Funding Sources: Title 1 - \$900.00 | | | | | |
| System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 8) A district-wide literacy PLC will be formed to study best practices in literacy instruction and develop a literacy plan for Cameron ISD to be implemented in the 18-19 school year. | | Assistant Superintendent Instructional Coordinators Teacher Leaders | The literacy skills of Cameron ISD will grow as a result of improved instruction. | | | |
| | Funding Sources: Title 1 - \$4,250.00, Title IV - \$8,000.00 | | | | | |

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|---|---|--|---|--|--|--|
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 9) Fountas and Pinnell Leveled Literacy Kits will be purchased for BME and CES. | 1, 2 | Principals Assistant Principals Interventionists | Students struggling with reading will experience growth of one year in reading achievement. | | | |
| | Problem Statements: Student Academic Achievement 1, 4 Funding Sources: Title 1 - \$18,000.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 10) Intervention kits will be purchased for the bilingual classrooms at BME. | 8 | Bilingual Teachers BME Principal | Bilingual students struggling in reading will show one year's growth in reading. | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 5 Funding Sources: Title 1 - \$2,100.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 11) Fifth-grade science teachers will participate in the LISTO science research project in conjunction with Texas A&M. All materials are provided by LISTO. | 1, 2 | Principal Assistant Principal Instructional Coordinator | The project is literacy-based. Students literacy skills will be impacted across the curriculum and academic performance will improve. | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 12) Guided Reading will be implemented K-6. | 9 | Principals Assistant Principals Instructional Coordinators Assistant Superintendent | Students' reading skills will improve. | | | |
| | Funding Sources: Comp ed - \$20,000.00 | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

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|--|
| Demographics |
| Problem Statement 4: Parent involvement is low across the district. |
| Student Academic Achievement |
| Problem Statement 1: The literacy achievement is low. Reading performance is below the state average of 73% at 64%. Writing achievement is below the state average of 69% at 58%. |
| Problem Statement 2: The Hispanic and African American subpopulations perform below the state averages. |
| Problem Statement 3: Special education students are performing below state averages. |

Problem Statement 4: Economically disadvantaged students perform below state averages.

Problem Statement 5: EL students are performing below state averages.

School Processes & Programs

Problem Statement 5: Design of local assessments needs to be improved.

Perceptions

Problem Statement 2: Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home.

Goal 1: Establish a culture of academic excellence.


Performance Objective 2: The percentage of students performing at the Approaches and Meets Standard on the STAAR writing assessment will improve by 10%.

Evaluation Data Source(s) 2: District Assessments, STAAR, SAT

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 7</p> <p>1) ELA teachers at YHS, CJH, and CES will attend training at ESC 6 related to preparing students for EOC English/STAAR exams.</p> | 4 | <p>Campus Principals Assistant Principals Instructional Coordinators Teacher Leaders Assistant Superintendent</p> | Student performance on the STAAR assessment, the TSI, and the SAT will improve. | | | |
| <p>Problem Statements: Student Academic Achievement 1 Funding Sources: Local - \$1,000.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) EOC intervention courses will be provided at YHS</p> | 9 | <p>YHS Principals and Assistant Principal Instructional Coordinator Assistant Superintendent</p> | Student performance will improve. | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: Comp ed - \$23,570.00</p> | | | | | | |
| <p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1</p> <p>3) All teachers will be trained in Read, Talk, Write, Talk strategies.</p> | 1, 2 | | | | | |
| <p>Problem Statements: Student Academic Achievement 1</p> | | | | | | |

| | | | | | |
|---|---|---|--|--|--|
| 4) An extra writing teacher will be added to the YHS staff. | Principal Assistant Principal Superintendent Assistant Superintendent | Smaller class sizes will allow teachers to focus on individual student needs. | | | |
| Problem Statements: Demographics 1 - Demographics 1 - Student Academic Achievement 1, 6 Funding Sources: Local - \$40,000.00 | | | | | |
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Performance Objective 2 Problem Statements:

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| Demographics |
| Problem Statement 1: The district has experienced student growth over the past two years. |
| Demographics |
| Problem Statement 1: The district has experienced student growth over the past two years. |
| Student Academic Achievement |
| Problem Statement 1: The literacy achievement is low. Reading performance is below the state average of 73% at 64%. Writing achievement is below the state average of 69% at 58%. |
| Problem Statement 2: The Hispanic and African American subpopulations perform below the state averages. |
| Problem Statement 3: Special education students are performing below state averages. |
| Problem Statement 4: Economically disadvantaged students perform below state averages. |
| Problem Statement 5: EL students are performing below state averages. |
| Problem Statement 6: High performing students have limited opportunities to reach their fullest potential. |


Goal 1: Establish a culture of academic excellence.

Performance Objective 3: The percentage of students performing at the Approaches Standard and the Meets Standard on the STAAR math assessment will improve by 10%.

Evaluation Data Source(s) 3: TEMI, District Benchmarks, STAAR, SAT, ACT

Summative Evaluation 3:

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

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|--|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) All core teachers will participate in the PLC process. PLC training will be provided to selected teachers through Solution Tree in November 2017 and June 2018.</p> | 1, 2 | Principals Assistant Principals Superintendent Assistant Superintendent | Teachers and students will focus on student progress. Student achievement will rise above previous levels. | | | |
| Problem Statements: Student Academic Achievement 7 - School Processes & Programs 3 | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Total Motivation Math Supplemental materials will be supplied to all 1st through 8th grade teachers and students.</p> | 1 | Principals Assistant Principals Instructional Coordinators Assistant Superintendent | Math performance will improve. | | | |
| Problem Statements: Student Academic Achievement 7 - School Processes & Programs 3, 5 Funding Sources: Comp ed - \$13,500.00 | | | | | | |
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Performance Objective 3 Problem Statements:

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| Student Academic Achievement |
| Problem Statement 7: Achievement in math is lower than the state average of 76% at 69%. |
| School Processes & Programs |

Problem Statement 3: Assessment needs to lead to student intervention across the district.

Problem Statement 5: Design of local assessments needs to be improved.

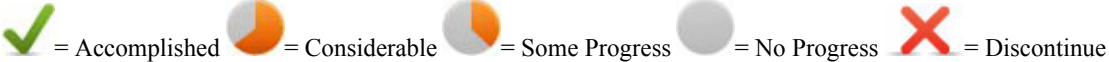
Goal 1: Establish a culture of academic excellence.

Performance Objective 4: The percentage of students performing at the Approaches and Meets Standard on STAAR science assessments will improve by 5%.

Evaluation Data Source(s) 4: District assessments, STAAR, ACT

Summative Evaluation 4:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|--|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| System Safeguard Strategy Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 1) Hands-on science will be facilitated at Cameron Elementary through the LISTO research project. | 2 | Campus Principal Assistant Principal Instructional Coordinator | Science instruction will be more engaging, and student performance will improve. | | | |
| Problem Statements: School Processes & Programs 4 | | | | | | |
| Critical Success Factors CSF 4 2) YHS students will be provided the opportunity to advance to various levels of science fair competition | 4 | Campus Principal Science Teachers | Students will learn the scientific process and have the opportunity to reach their fullest potential in the area of science. | | | |
| Funding Sources: Local - \$2,500.00 | | | | | | |
| Critical Success Factors CSF 1 3) Total Motivation Science materials will be provided to all students and teachers at the 5th and 8th grade levels. | 9 | Principals Assistant Principals Instructional Coordinators | Performance on the science assessments will improve. | | | |
| Problem Statements: Student Academic Achievement 4 - School Processes & Programs 8 | | | | | | |
| Funding Sources: Comp ed - \$3,200.00 | | | | | | |
|  | | | | | | |

Performance Objective 4 Problem Statements:

| Student Academic Achievement |
|---|
| Problem Statement 4: Economically disadvantaged students perform below state averages. |

School Processes & Programs

Problem Statement 4: Tier I instruction needs to be more rigorous and engaging across the district.

Problem Statement 8: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district.


Goal 1: Establish a culture of academic excellence.

Performance Objective 5: The percentage of students performing at the Approaches and Meets Grade Level Standard on the STAAR social studies assessment will improve by 10%.

Evaluation Data Source(s) 5: District Benchmarks, STAAR

Summative Evaluation 5:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|--|--|-----|-----|
| | | | | Dec | Mar | May |
| Critical Success Factors CSF 1 CSF 3 CSF 7 1) Professional development days will be devoted to curriculum alignment throughout the school year. | 4 | Assistant Superintendent Principals Instructional Coordinators | Performance will improve on the U.S. History assessments and students will have a greater understanding of process TEKS. | | | |
| | | | | Problem Statements: School Processes & Programs 2, 4, 5 | | |
| 2) Eighth grade social studies teachers will attend training at Region 6. | | Principal Instructional Coordinator | Instruction and student performance will improve. | | | |
| | | | | Problem Statements: School Processes & Programs 4 Funding Sources: Local - \$100.00 | | |
|  | | | | | | |

Performance Objective 5 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 2: Teaching and learning expectations need to be established across the district. |
| Problem Statement 4: Tier I instruction needs to be more rigorous and engaging across the district. |
| Problem Statement 5: Design of local assessments needs to be improved. |


Goal 1: Establish a culture of academic excellence.

Performance Objective 6: Bilingual students will be served by bilingual-certified teachers.

Evaluation Data Source(s) 6: Teacher certifications

Summative Evaluation 6:

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

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|--|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 1) Principals will attend job fairs to recruit bilingual-certified teachers. | 5 | Assistant Superintendent Principals | All bilingual students will be served by teachers qualified to meet their language/literacy needs. | | | |
| | Problem Statements: Demographics 2 Funding Sources: Local - \$1,000.00 | | | | | |
| System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 7 2) Teachers who are bilingual certified but are teaching in a bilingual classroom will receive training/support so that they can pass the bilingual certification test. | 5 | Assistant Superintendent Principals | Bilingual teachers will be certified to teach in bilingual classrooms. | | | |
| | Problem Statements: Demographics 2 Funding Sources: Title 1 - \$500.00 | | | | | |
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Performance Objective 6 Problem Statements:

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

Goal 1: Establish a culture of academic excellence.

Performance Objective 7: Instructional processes and programs will be strengthened.

Evaluation Data Source(s) 7: PLC Google folders, STAAR results, benchmark results


Summative Evaluation 7:

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

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Teachers will participate in the C2L collaborative to create common assessments, analyze data, and plan instruction.</p> | 1, 2 | Superintendent Assistant Superintendent Campus Principals Teacher Leaders | Instruction and student performance will improve through collaboration. | | | |
| Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 7 Funding Sources: Local - \$1,500.00 | | | | | | |
| <p>Critical Success Factors CSF 4</p> <p>2) A pacing guide will be developed for all core subjects.</p> | | Principals Assistant Principals Assistant Superintendent | Planning for intervention will be ensured. | | | |
| Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1 | | | | | | |
| <p>System Safeguard Strategy PBMAS Equity Plan Strategy</p> <p>3) Instruction will be measured by student learning.</p> | 1, 2 | Teacher Leaders Principals Assistant Principals Instructional Coordinators | Teaching and learning goals will be set and met across the district. | | | |
| Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 2, 3, 5, 6 | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Frequent common formative assessments will be used in all core subjects. Student remediation/extension will be developed from the results of the CFAs.</p> | 2, 8, 9 | Teacher Leaders Principals Assistant Principals Instructional Coordinators | Student achievement in all populations will increase. | | | |
| Problem Statements: School Processes & Programs 3, 5, 6 | | | | | | |

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|--|--|--|---|--|--|--|
| System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 5) Two instructional coordinators will be added to the staff. One coordinator will work with the elementary campuses and the other coordinator will work with the secondary campuses. | 3, 4 | Superintendent Assistant Superintendent Principals Assistant Principals | Teachers will be supported as they learn best practices and as they seek out aligned instructional materials. | | | |
| | Problem Statements: School Processes & Programs 4, 5, 8 Funding Sources: Local - \$124,700.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 6) Tiered Intervention will be used in Grades K-12 to address students who are not meeting established learning targets. | 9 | Principals Assistant Principals | The individual learning needs of students will be met. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 Funding Sources: Title 1 - \$314,750.00, Comp ed - \$408,400.00 | | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 7) Full day PreK will be provided to four-year olds and three-year-olds as a means to ensure academic readiness. | 7 | BME Principal and Assistant Principal Assistant Superintendent | Students will be socially, emotionally, and, academically prepared to enter kindergarten. | | | |
| | Problem Statements: Demographics 2 Funding Sources: Title 1 - \$37,000.00, Comp ed - \$334,500.00 | | | | | |
| System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 8) PreK teachers will be trained in effective early childhood instruction. | 7 | Campus Principal Assistant Superintendent | Learning experiences provided for prekindergarten students will improve. | | | |
| | Funding Sources: Local - \$1,200.00 | | | | | |
| System Safeguard Strategy PBMAS Equity Plan Strategy 9) All core teachers will participate in the PLC process. PLC training will be provided to selected teachers through Solution Tree in November 2017 and June 2018. | | Superintendent Assistant Superintendent Principals Assistant Principals Instructional Coordinators | Students will be provided with interventions and extensions. Academic performance will improve. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 - School Processes & Programs 1, 3, 4, 5, 6, 7 Funding Sources: Title 2 - \$38,900.00 | | | | | |

| | | | | | | |
|---|---|---|--|--|--|--|
| <p>10) All teachers will be trained in The Fundamental Five instruction strategies.</p> | | Principals Assistant Principals Superintendent Assistant Superintendent | Instruction will become more effective across the district. | | | |
| Problem Statements: School Processes & Programs 2, 4 - Perceptions 3 | | | | | | |
| <p>11) Before and after school tutoring will be provided to assist students.</p> | 9 | Principals Assistant Principals | Students with academic needs will be remediated. | | | |
| Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 Funding Sources: Comp ed - \$24,800.00 | | | | | | |
| <p>12) Summer School will be provided for students who fail to master grade level TEKS and for students who need a "jump start" in grades PK through 4th.</p> | 9 | Campus Principals Assistant Principals | Students will master grade level TEKS and be better prepared for the next grade level. | | | |
| Problem Statements: Demographics 2 - Student Academic Achievement 1, 7 Funding Sources: Comp ed - \$77,500.00 | | | | | | |
| <p>13) Utilization of Lead4ward resources to assist in planning instruction.</p> | 8 | Principals Assistant Principals Instructional Coordinators | Instruction will be data driven. | | | |
| Problem Statements: School Processes & Programs 4 - Perceptions 3 Funding Sources: Title 2 - \$3,650.00 | | | | | | |
| <p>14) Additional teachers will be hired to accommodate the student population growth at the 3rd, 4th, and 5th grade levels.</p> | 5 | Principals | Class sizes will not exceed 22 students so that individual needs can be met. | | | |
| Problem Statements: Demographics 1 Funding Sources: Local - \$120,000.00 | | | | | | |
| <p>15) Cameron Connection will be implemented through community meetings and at home football games.</p> | 6 | Superintendent Assist Principal at YHS | Strong connections will be formed with parents and other community members which will lead to increased academic achievement for students. | | | |
| Problem Statements: Demographics 4 - Perceptions 1, 2 | | | | | | |

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| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 16) Personnel will be hired to monitor and assist students engaged in the Edgenuity Program. | 9 | YHS Principal YHS Assisnat Principal | Students will recover lost credit. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 Funding Sources: Comp ed - \$39,500.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 17) In-classroom support will provided to students who struggle academically. | 9 | Principals Assistant Principals | Academic achievement in math and reading will improve. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 Funding Sources: Comp ed - \$133,011.00 | | | | | |
| Critical Success Factors CSF 3 18) CISD will contract with Region 6 to ensure proper funding and operation of SCE program. | | Assistant Superintendent Business Manager | The SCE program will effectively support students and follow fiscal guidelines. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 Funding Sources: Comp ed - \$5,500.00 | | | | | |
| Critical Success Factors CSF 3 19) The Assistant Superintendent will attend the SCE Conference in the spring. | | Assistant Superintendent | The SCE program will effectively support students. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 Funding Sources: Comp ed - \$1,475.00 | | | | | |
| Critical Success Factors CSF 1 20) Teachers will attend professional development. | 3, 4 | Assistant Superintendent Principals Assistant Principals | Instruction will improve along with students' academic progress. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 Funding Sources: Comp ed - \$9,200.00 | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 21) Teachers will provided professional development in district. | 4 | Superintendent Assistant Superintendent Principals Assistant Principals | Instruction will meet the needs of all students. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 - School Processes & Programs 4 Funding Sources: Title 2 - \$7,100.00, Title IV - \$2,200.00 | | | | | |
|  | | | | | | |

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: The district has experienced student growth over the past two years.

Demographics

Problem Statement 2: Economically disadvantaged students lack school readiness skills.

Problem Statement 4: Parent involvement is low across the district.

Student Academic Achievement

Problem Statement 1: The literacy achievement is low. Reading performance is below the state average of 73% at 64%. Writing achievement is below the state average of 69% at 58%.

Problem Statement 2: The Hispanic and African American subpopulations perform below the state averages.

Problem Statement 3: Special education students are performing below state averages.

Problem Statement 4: Economically disadvantaged students perform below state averages.

Problem Statement 5: EL students are performing below state averages.

Problem Statement 6: High performing students have limited opportunities to reach their fullest potential.

Problem Statement 7: Achievement in math is lower than the state average of 76% at 69%.

School Processes & Programs

Problem Statement 1: A pacing guide needs to be developed across the district.

Problem Statement 2: Teaching and learning expectations need to be established across the district.

Problem Statement 3: Assessment needs to lead to student intervention across the district.

Problem Statement 4: Tier I instruction needs to be more rigorous and engaging across the district.

Problem Statement 5: Design of local assessments needs to be improved.

Problem Statement 6: Processes to track individual student progresses need to be implemented across the district.

Problem Statement 7: Goal setting needs to be established.

Problem Statement 8: A verification that instructional resources align with the Texas Essential Knowledge and Skills needs to be completed across the district.

Perceptions

Problem Statement 1: Fifty-nine percent of parents responding the parent survey agree that discipline is consistent and that consequences for specific misbehavior are clearly stated

Problem Statement 2: Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home.

Problem Statement 3: Fifty-four percent of seniors agree that their teachers made learning exciting and encouraged them to continue their career.

Goal 2: Provide a safe and disciplined environment.






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

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

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 6</p> <p>1) Continue evaluating, revising, and implementing the safe and secure emergency response plan.</p> | | YHS Assistant Principal | Students will be safe in the learning environment. | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) Bullying policies and procedures will be implemented to include parent notification. Training will be provided to staff on state law associated with bullying.</p> | | Campus Discipline Coordinators | Students will learn in a safe environment. | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Blackboard Connect will be used to notify parents of school events, information about their child, school closings, etc.</p> | 6 | Assistant Superintendent Campus Principals | Parent Surveys | | | |
| | | | Problem Statements: Demographics 4 - Perceptions 2 Funding Sources: Title 1 - \$4,700.00 | | | |
| <p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>4) Safe and Civil Schools' Foundations program will be implemented with fidelity on all campuses to create more instruction time and create a team problem-solving atmosphere on all campuses.</p> | 2 | Campus Principals | All staff will take ownership of school culture and climate. | | | |
| | | | Funding Sources: Local - \$6,000.00 | | | |
| <p>Critical Success Factors CSF 6</p> <p>5) In accordance with David's Law, all stakeholders will have the option of anonymously reporting bullying through a tab on the Cameron ISD website.</p> | | Principals Assistant Principals | All stakeholders will be able to report bullying anonymously. | | | |
| | | | Problem Statements: Perceptions 1 | | | |

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|---|--|--|--|--|--|
| Critical Success Factors CSF 6 6) The district's radio communication systems will be upgraded from analog to digital systems and handheld radios will be purchased for communication. | Superintendent Assistant Superintendent Safety Coordinator Director of Operation | Communication will be available during emergency situations. | | | |
| | Problem Statements: Demographics 1 Funding Sources: Local - \$20,000.00 | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | |

Performance Objective 1 Problem Statements:

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|--|
| Demographics |
| Problem Statement 1: The district has experienced student growth over the past two years. |
| Demographics |
| Problem Statement 4: Parent involvement is low across the district. |
| Perceptions |
| Problem Statement 1: Fifty-nine percent of parents responding the parent survey agree that discipline is consistent and that consequences for specific misbehavior are clearly stated |
| Problem Statement 2: Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home. |

Goal 2: Provide a safe and disciplined environment.






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

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

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|--|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 6</p> <p>1) Kids Cafe offered through Capital Area Foodbank will provide third daily meals to students in After-School Program in Grades 3-8</p> | 10 | Food Services Director | Students and staff will be nutritionally prepared to learn. | | | |
| <p>Problem Statements: Demographics 2 - Student Academic Achievement 4 Funding Sources: Grant - \$15,000.00</p> | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Weekend food distribution to students in Cameron Prep offered through the Capital Area Food Bank</p> | 10 | CIS Representatives CJH Counselor | Students' nutrition will be sustained through the weekends making them more prepared to learn during the weekend. | | | |
| <p>Problem Statements: Demographics 2 Funding Sources: Grant - \$4,000.00</p> | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Dental screenings will be provided to students in Grades PreK-3 in partnership with private supporter</p> | 10 | District Nurse | Number served. | | | |
| <p>Problem Statements: Demographics 2, 5 - Student Academic Achievement 4</p> | | | | | | |
| <p>Critical Success Factors CSF 6</p> <p>4) Staff will be trained in child abuse prevention and awareness</p> | | Assistant Superintendent Campus Principals | The physical and emotional needs of students will be met. | | | |
| <p>Funding Sources: Title 1 - \$1,500.00</p> | | | | | | |
| <p>Critical Success Factors CSF 6</p> <p>5) A DAEP will be staffed that provides an opportunity for students to academically and behaviorally progress</p> | 9 | YHS Assistant Principal | Students' academic progress will not be hindered by misbehavior. | | | |
| <p>Problem Statements: Student Academic Achievement 1, 7 Funding Sources: Local - \$63,000.00</p> | | | | | | |
| <p>Critical Success Factors CSF 6</p> <p>6) Staff will receive training on adolescent suicide prevention</p> | | Assistant Superintendent Campus Principals | Students emotional and psychological needs will be met. | | | |
| <p>Problem Statements: Perceptions 2 Funding Sources: Local - \$500.00</p> | | | | | | |

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| Critical Success Factors CSF 5 7) Parents of prekindergarten children will be supported with parent trainings and involvement activities. | 6 | Campus Principal | Parental involvement and academic achievement will increase. Students will be prepared to enter kindergarten. | | | |
| | Problem Statements: Demographics 4 - Perceptions 2 | | | | | |
| Critical Success Factors CSF 6 8) The Blackboard Connect system will be used to communicate with parents. | 6 | Assistant Superintendent Campus Principals and Assistant Principals | Parental involvement will increase. | | | |
| | Problem Statements: Demographics 4 - Perceptions 2 | | | | | |
| | Funding Sources: Title 1 - \$4,700.00 | | | | | |
| Critical Success Factors CSF 5 CSF 6 9) Cameron Connection meetings will be held and implemented at football games. | 6 | Superintendent School Board Teaching Staff | The voice of parents and community stakeholders will be heard. Relationships will be formed between families and district personnel. | | | |
| | Problem Statements: Demographics 4 - Perceptions 1, 2 | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Performance Objective 2 Problem Statements:

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|--|
| Demographics |
| Problem Statement 2: Economically disadvantaged students lack school readiness skills. |
| Problem Statement 4: Parent involvement is low across the district. |
| Problem Statement 5: Low performing students are most often chronically absent and/or tardy. |
| Student Academic Achievement |
| Problem Statement 1: The literacy achievement is low. Reading performance is below the state average of 73% at 64%. Writing achievement is below the state average of 69% at 58%. |
| Problem Statement 4: Economically disadvantaged students perform below state averages. |
| Problem Statement 7: Achievement in math is lower than the state average of 76% at 69%. |
| Perceptions |
| Problem Statement 1: Fifty-nine percent of parents responding the parent survey agree that discipline is consistent and that consequences for specific misbehavior are clearly stated |
| Problem Statement 2: Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home. |

Goal 3: Develop a climate to develop individual potential.






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

Evaluation Data Source(s) 1: Campus data boards, DMAC data, STAAR/EOC data

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|--|--|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>1) Campuses will establish data boards to track the growth of individual students.</p> | 9 | Principals Assistant Principals Instructional Coordinators Teachers | Students will experience one year's growth in math and reading. | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) Academic conferences will be conducted to discuss the tracking of student progress, instructional initiatives, resource and training needs, etc.</p> | 2, 3, 6 | Superintendent Assistant Superintendent Principals Teacher leaders | Academic achievement will increase. | | | |
| Problem Statements: Demographics 4 - Student Academic Achievement 1, 7 - School Processes & Programs 2 | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Students will establish individual learning goals and receive recognition for meeting individual progress.</p> | 9 | Principals Assistant Principals Teachers | Students will reach their full academic potential. | | | |
| Problem Statements: Student Academic Achievement 1, 7 | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>4) Parents will be involved in decisions regarding their child through the RtI process.</p> | 6 | Principals Assistant Principals Teachers Counselors | Partnerships will be formed with parents that lead to student success. | | | |
| Problem Statements: Demographics 4, 5 - Student Academic Achievement 1, 7 | | | | | | |

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| Critical Success Factors CSF 6 CSF 7 5) Highly effective teachers will be recruited and retained through the support of a Higher Education Reimbursement. | 5 | Assistant Superintendent Business Manager | High quality teachers will be recruited and retained. | | | |
| | Problem Statements: Demographics 2 - Student Academic Achievement 1, 7 Funding Sources: Title 2 - \$1,500.00, Comp ed - \$1,500.00 | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Performance Objective 1 Problem Statements:

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| Demographics |
| Problem Statement 2: The district has not been successful in finding bilingual-certified teachers to serve the bilingual population at every grade level. |
| Demographics |
| Problem Statement 4: Parent involvement is low across the district. |
| Problem Statement 5: Low performing students are most often chronically absent and/or tardy. |
| Student Academic Achievement |
| Problem Statement 1: The literacy achievement is low. Reading performance is below the state average of 73% at 64%. Writing achievement is below the state average of 69% at 58%. |
| Problem Statement 7: Achievement in math is lower than the state average of 76% at 69%. |
| School Processes & Programs |
| Problem Statement 2: Teaching and learning expectations need to be established across the district. |

Goal 3: Develop a climate to develop individual potential.

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


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

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 1</p> <p>1) An MOU will be developed with Hill Country Community Action Association to place a district teacher in the local Head Start facility.</p> | 7 | Assistant Superintendent BME Principal and Assistant Principal | The transition from Head Start to prekindergarten and/or kindergarten will be successful for students. | | | |
| | | | | | | |
| <p>Critical Success Factors CSF 4</p> <p>2) A MOU will be developed with Temple College to provide YHS students with dual credit courses with a Temple College professor on campus.</p> | 10 | YHS Principal and Assistant Principal Superintendent | Students will receive college credit while in high school making them more likely to complete a college degree. | | | |
| | | | | | | |
| <p>3) All students at CJH will take career exploration courses.</p> | | | | | | |
| | | | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Bilingual education, to include associated training, will be implemented and expanded in Grades PreK-5 as a means to transition second language learners.</p> | 4 | Assistant Superintendent BME and CES Principals and Assistant Principals Bilingual Teachers | Bilingual students will be academically successful | | | |
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| Critical Success Factors CSF 1 CSF 4 5) Edgenuity will be provided as a credit recovery opportunity for students who lack sufficient academic credits to graduate in four years. | 9 | YHS Principal and Assistant Principal Paraprofessional assigned to the Edgenuity classroom | Students will recover lost credit. | | | |
| | Problem Statements: Demographics 5 - Student Academic Achievement 1, 7 Funding Sources: Rural Schools - \$11,500.00 | | | | | |
| Critical Success Factors CSF 1 6) CTE Courses will be supported with supplies, tools, and equipment. | | CTE Director YHS Principal CTE Teachers | CTE courses will be enhanced and students will be successful. | | | |
| | Problem Statements: Perceptions 3, 4 Funding Sources: Perkins - \$17,625.00 | | | | | |
| Critical Success Factors CSF 1 7) Students will be supported in their efforts to take certification tests. | 9 | YHS Principal and Assistant Principal CTE Teachers CTE Director | | | | |
| | Problem Statements: Perceptions 2, 4 Funding Sources: Local - \$600.00 | | | | | |
| Critical Success Factors CSF 1 8) SAT/ACT prep courses will be offered to YHS Students. | 9 | YHS Counselors YHS Principal YHS Assistant Principals Teachers | Performance on SAT and the ACT will improve. | | | |
| | Problem Statements: Perceptions 2 | | | | | |
| Critical Success Factors CSF 1 9) PreAP/AP classes will be phased in at YHS starting with the 17-18 freshman class. | 2 | YHS Principal YHS Assistant Principal PreAP Teachers Assistant Superintendent | Students will be challenged to reach their highest potential and will be college ready. | | | |
| | Problem Statements: Perceptions 3 | | | | | |
| Critical Success Factors CSF 4 10) An MOU will be developed with Temple College to provide students with opportunities to receive articulated credit. | 10 | CTE Director | CTE students will receive college credit for courses that they completed at YHS. | | | |
| | Problem Statements: Perceptions 3, 4 | | | | | |
| 11) YHS courses will be registered with Advanced Technical Credit (ACT) so that students will have the opportunity to earn articulated credit at Texas community and technical colleges. | | CTE Director Principal Counselors CTE teachers | Students will have the opportunity to start working on college credit while in high school. | | | |

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| Critical Success Factors CSF 1 12) A CTE Director will be added to the district staff. | 10 | Superintendent Assistant Superintendent YHS Principal CTE Director | CTE courses will advance to higher levels of success and more CTE programs will be added. | | | |
| | Problem Statements: Perceptions 3, 4 Funding Sources: Local - \$16,200.00 | | | | | |
| Critical Success Factors CSF 1 13) Homebound services will be provide to ill and pregnant students as needed. | 9 | Principals Assistant Principals Counselors | Students who are unable to attend classes on campus will be academically successful. | | | |
| | Problem Statements: Student Academic Achievement 1, 7 - Perceptions 2 Funding Sources: Comp ed - \$3,000.00 | | | | | |
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Performance Objective 2 Problem Statements:

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| Demographics |
| Problem Statement 5: Low performing students are most often chronically absent and/or tardy. |
| Student Academic Achievement |
| Problem Statement 1: The literacy achievement is low. Reading performance is below the state average of 73% at 64%. Writing achievement is below the state average of 69% at 58%. |
| Problem Statement 7: Achievement in math is lower than the state average of 76% at 69%. |
| Perceptions |
| Problem Statement 2: Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home. |
| Problem Statement 3: Fifty-four percent of seniors agree that their teachers made learning exciting and encouraged them to continue their career. |
| Problem Statement 4: Forty-four percent of seniors agree that they were provided with enough elective choices to allow them to explore different career opportunities. |

Goal 3: Develop a climate to develop individual potential.






Performance Objective 3: Academic Meet participation will increase by 10% across the district.

Evaluation Data Source(s) 3: UIL team rosters, UIL results

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|--|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 1</p> <p>1) The high school and junior high will utilize a schedule that allows for UIL periods.</p> | 9 | YHS Principal YHS Assistant Principal YHS UIL Coordinator CJH Principal CJH Assistant Principal CJH UIL Coordinator UIL coaches | Performance at UIL meets will improve and student participation will increase. | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) UIL coaches will ensure that all teams include three student participants.</p> | 9 | UIL Coordinators Principals Assistant Principals | Student participation will increase. | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) High school students will be rewarded with scholarships for placing in the top three places at district, regional, and state competitions.</p> | 10 | Scholarship committee counselors Principal assistant principal | Students participation in UIL will increase. | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) All UIL participants at YHS will be rewarded with scholarship money.</p> | 10 | Scholarship committee Counselors Principal Assistant Principal | Participation in UIL events will increase. | | | |

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


Goal 3: Develop a climate to develop individual potential.

Performance Objective 4: Students who demonstrate a pattern of frequent absences will be given support to improve attendance.

Evaluation Data Source(s) 4: Attendance records

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| 1) Principals and assistant principals will reach out to families when their student develops a pattern of frequent absences and help remove roadblocks to attendance. | | Principals Assistant Principals Counselors | The attendance of individual students will improve. | | | |
| 2) Assistant Principals will work the Milam County DA's office to improve the attendance who have excessive absences. | | Assistant Principals Principals | The attendance of individual students will improve. | | | |
|  | | | | | | |

Goal 4: Utilize innovative technology to stimulate continuous learning.






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

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

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|---|--|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 7</p> <p>1) Instructional coordinators will guide K-12 teachers toward implementing instruction that incorporates various technologies.</p> | 2 | Assistant Superintendent Campus Principals Campus Assistant Principals Instructional Coordinators Teachers | Teachers will successfully integrate technology into instruction and students will be engaged. | | | |
| | | | | Problem Statements: Perceptions 3, 6 | | |
| <p>Critical Success Factors CSF 7</p> <p>2) Technology Team consisting of two teachers from each campus will lead district implementation initiatives and attend Texas Computer Educators Association conference.</p> | 4 | Assistant Superintendent Instructional Coordinators Technology Team | Technology integration into instruction will improve/increase. | | | |
| | | | | Problem Statements: Perceptions 6 Funding Sources: Rural Schools - \$2,900.00 | | |
| <p>Critical Success Factors CSF 6</p> <p>3) Instructional staff will use social media, Web 2.0 tools, websites, and other electronic means to communicate with parents.</p> | 6 | Principals Assistant Principals | Parent involvement will increase and parents will feel supported in their efforts to help their children succeed. | | | |
| | | | | Problem Statements: Demographics 4 - Perceptions 2 | | |

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|---|---|--|--|--|--|--|
| 4) Discovery Education will be used toward students digitally viewing course content. | | Principals Assistant Principals Instructional Coordinators Assistant Superintendent | Students background knowledge and vocabulary will be enriched through digital sources. | | | |
| Funding Sources: Local - \$3,700.00 | | | | | | |
| Critical Success Factors CSF 1 | 2 | Principals Assistant Principals Instructional Coordinator Tech Director | Instruction will become more engaging and academic success will increase. | | | |
| 5) Students in grades 4 and 5 will have one-to-one Chromebooks available for their use at the campus. | Problem Statements: School Processes & Programs 4 - Perceptions 6 | | | | | |
| Funding Sources: Comp ed - \$15,000.00 | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Performance Objective 1 Problem Statements:


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|--|
| Demographics |
| Problem Statement 4: Parent involvement is low across the district. |
| School Processes & Programs |
| Problem Statement 4: Tier I instruction needs to be more rigorous and engaging across the district. |
| Perceptions |
| Problem Statement 2: Fifty-five percent of parents agree that the school provides information to assist them with working with their child at home. |
| Problem Statement 3: Fifty-four percent of seniors agree that their teachers made learning exciting and encouraged them to continue their career. |
| Problem Statement 6: 46.15% of teachers agree that the emphasis on technology has increased student engagement |

Goal 4: Utilize innovative technology to stimulate continuous learning.

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

Evaluation Data Source(s) 2: Participation records

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 5</p> <p>1) The Technology Showcase format will continue as a "fair" type of format at the secondary level.</p> | 6 | Campus Principals | Student and family participation will increase. | | | |
| Problem Statements: Demographics 4 | | | | | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Students at BME and CES will share their technology projects with their parents in their classrooms on Technology Showcase Night.</p> | 6 | Campus Principals | Student and family participation will increase. | | | |
| Problem Statements: Demographics 4 | | | | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Selected students will present their projects at a meeting of the Cameron ISD School Board.</p> | | Principals Assistant Principals Teacher Leaders | Technology integration will improve and increase. Students will be honored for their hard work and expertise. | | | |
| Problem Statements: Demographics 4 - Perceptions 3 | | | | | | |
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Performance Objective 2 Problem Statements:

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|--|
| Demographics |
| Problem Statement 4: Parent involvement is low across the district. |
| Perceptions |
| Problem Statement 3: Fifty-four percent of seniors agree that their teachers made learning exciting and encouraged them to continue their career. |

Goal 5: Foster success while maintaining fiscal responsibility.

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

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

Summative Evaluation 1:






| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|------------------|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 3</p> <p>1) Monthly reports will be provided to the Board of Trustees related to the expenditure of budgeted funds</p> | | Business Manager | Fiscal responsibility will be maintained. | | | |
| <p>Critical Success Factors CSF 3</p> <p>2) Capital Outlay Inventory will be maintained and updated.</p> | | Business Manager | Fiscal responsibility will be maintained. | | | |
| <p>Critical Success Factors CSF 3</p> <p>3) The Business Manager will maintain close contact with the auditing firm throughout the school year in order to proactively maintain effective accounting systems.</p> | | Business Manager | Fiscal responsibility will be maintained. | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 5: Foster success while maintaining fiscal responsibility.

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

Evaluation Data Source(s) 2: Annual Audit

Summative Evaluation 2:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|---|-------------------|-----|-----|
| | | | | Dec | Mar | May |
| <p>Critical Success Factors CSF 3</p> <p>1) Anticipated capital expenditure plan will be maintained and updated</p> | | Superintendent | Fiscal planning will be assured. | | | |
| <p>Critical Success Factors CSF 3</p> <p>2) Director Reports will be given yearly including personnel, short and long term goals, inventory, and job descriptions.</p> | | Superintendent Department Directors | Processes will be monitored and plans for growth/improvement will be based on data. | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 5: Foster success while maintaining fiscal responsibility.

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

Evaluation Data Source(s) 3: FIRST Report

Summative Evaluation 3:

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

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Wilson Foundations will be implemented as part of the core reading program in Grades PK-3. |
| 1 | 1 | 2 | Today a Leader...Tomorrow a Reader initiative will be implemented. |
| 1 | 1 | 3 | Bilingual reading materials will be purchased for grades 3 through 5 classrooms. |
| 1 | 1 | 4 | The primary, elementary, and junior high campuses will implement Accelerated Reader and use the Renaissance Star to track reading progress. |
| 1 | 1 | 5 | Representatives (teachers) from the bilingual program will attend a Latino Family Literacy training. |
| 1 | 1 | 6 | Total Motivation Reading supplemental instructional materials will be supplied to grades 1-8. |
| 1 | 1 | 7 | Independent Reading with Support will be implemented for every K-12 student. Staff will be trained in supporting students during independent reading. |
| 1 | 1 | 8 | A district-wide literacy PLC will be formed to study best practices in literacy instruction and develop a literacy plan for Cameron ISD to be implemented in the 18-19 school year. |
| 1 | 1 | 9 | Fountas and Pinnell Leveled Literacy Kits will be purchased for BME and CES. |
| 1 | 1 | 10 | Intervention kits will be purchased for the bilingual classrooms at BME. |
| 1 | 1 | 11 | Fifth-grade science teachers will participate in the LISTO science research project in conjunction with Texas A&M. All materials are provided by LISTO. |
| 1 | 1 | 12 | Guided Reading will be implemented K-6. |
| 1 | 2 | 1 | ELA teachers at YHS, CJH, and CES will attend training at ESC 6 related to preparing students for EOC English/STAAR exams. |
| 1 | 2 | 2 | EOC intervention courses will be provided at YHS |
| 1 | 2 | 3 | All teachers will be trained in Read, Talk, Write, Talk strategies. |
| 1 | 3 | 1 | All core teachers will participate in the PLC process. PLC training will be provided to selected teachers through Solution Tree in November 2017 and June 2018. |
| 1 | 3 | 2 | Total Motivation Math Supplemental materials will be supplied to all 1st through 8th grade teachers and students. |
| 1 | 4 | 1 | Hands-on science will be facilitated at Cameron Elementary through the LISTO research project. |
| 1 | 6 | 1 | Principals will attend job fairs to recruit bilingual-certified teachers. |
| 1 | 6 | 2 | Teachers who are bilingual certified but are teaching in a bilingual classroom will receive training/support so that they can pass the bilingual certification test. |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|--|
| 1 | 7 | 1 | Teachers will participate in the C2L collaborative to create common assessments, analyze data, and plan instruction. |
| 1 | 7 | 3 | Instruction will be measured by student learning. |
| 1 | 7 | 5 | Two instructional coordinators will be added to the staff. One coordinator will work with the elementary campuses and the other coordinator will work with the secondary campuses. |
| 1 | 7 | 6 | Tiered Intervention will be used in Grades K-12 to address students who are not meeting established learning targets. |
| 1 | 7 | 7 | Full day PreK will be provided to four-year olds and three-year-olds as a means to ensure academic readiness. |
| 1 | 7 | 8 | PreK teachers will be trained in effective early childhood instruction. |
| 1 | 7 | 9 | All core teachers will participate in the PLC process. PLC training will be provided to selected teachers through Solution Tree in November 2017 and June 2018. |
| 1 | 7 | 11 | Before and after school tutoring will be provided to assist students. |
| 1 | 7 | 12 | Summer School will be provided for students who fail to master grade level TEKS and for students who need a "jump start" in grades PK through 4th. |
| 1 | 7 | 13 | Utilization of Lead4ward resources to assist in planning instruction. |
| 1 | 7 | 16 | Personnel will be hired to monitor and assist students engaged in the Edgenuity Program. |
| 1 | 7 | 17 | In-classroom support will provided to students who struggle academically. |
| 1 | 7 | 21 | Teachers will provided professional development in district. |
| 3 | 1 | 1 | Campuses will establish data boards to track the growth of individual students. |
| 3 | 1 | 4 | Parents will be involved in decisions regarding their child through the RtI process. |
| 3 | 2 | 4 | Bilingual education, to include associated training, will be implemented and expanded in Grades PreK-5 as a means to transition second language learners. |

State Compensatory

Budget for District Improvement Plan:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|---|---------------------|
| 6100 Payroll Costs | | |
| 199-xx-61xx-00-xxx-630 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$904,400.00 |
| 6100 Subtotal: | | \$904,400.00 |
| 6200 Professional and Contracted Services | | |
| 13-63xx.xx-xxx-xxxxxxx | 6216 Professional Services - Locally Defined | \$2,900.00 |
| 199-11-62xx.xx-xxx-xxxxxxx | 6216 Professional Services - Locally Defined | \$4,600.00 |
| 199-13-6219-00-xxx-630 | 6219 Professional Services | \$17,000.00 |
| 6200 Subtotal: | | \$24,500.00 |
| 6300 Supplies and Services | | |
| 13-63xx.xx-xxx-xxxxxxx | 6390 Supplies and Materials - General | \$2,900.00 |
| 199-11-63xx-00-xxx-630 | 6390 Supplies and Materials - General | \$27,000.00 |
| 6300 Subtotal: | | \$29,900.00 |

Personnel for District Improvement Plan:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|--------------------|----------------------|------------|
| Abigail Garcia | Classroom Teacher | Class Size Reduction | .95 |
| Adrienne Henderson | Intervention Class | Math | .11 |
| Alana Pinkston | Teacher | PreK | .5 |
| Amy Morgan | Intervention Class | Reading | .11 |
| Andrea Pappas | Classroom Teacher | Class Size Reduction | 1.0 |
| Bethany Del Bosque | Teacher | PreK | .47 |
| Brenda Labay | Aide | General Education | 1.0 |
| Chester Doughty | Intervention Class | ELAR | .13 |
| Colton Gommert | Intervention Class | | .1 |
| Connie Thompson | Interventionist | Reading | 1.0 |
| Courteney Janke | Teacher | PreK | .5 |
| Crystal Dockery | Teacher | PreK | .5 |
| Cynthia Thompson | Aide | PreK | 1.0 |
| Diedre Fith | Aide | PreK | 1.0 |
| Holly Gommert | Teacher | PreK | .5 |
| Jada Parker | Teacher | PreK | .5 |
| Jayce Raspberry | Interventionist | Math | .64 |
| Jenie Huaman Vilca | Aide | Bilingual | 1.0 |
| Jennifer Rodriguez | Intervention Class | Reading | .12 |
| Jessica King | Teacher | PreK | .5 |
| Kathryn Barrett | Classroom Teacher | Class Size Reduction | 1.0 |
| Kerry Lloyd | Intervention Class | Math | .12 |
| Lacie Raspberry | Intervention Class | Reading | .12 |
| Lance Hause | Intervention Class | Math | .29 |

| | | | |
|--------------------|--------------------|------|-----|
| Leah Hyvle | Intervention Class | Math | .12 |
| Mary Stone | Intervention Class | Math | .11 |
| McKenzie Broussard | Intervention Class | ELAR | .11 |
| Melinda Byrd | Intervention Class | | .10 |
| Michelle Bethel | Intervention Class | ELAR | .14 |
| Ollie O'Connor | Intervention Class | Math | .11 |
| Stephanie Hause | Intervention Class | Math | .9 |
| Vickie Locke | Aide | PreK | 1.0 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|-----------------|------------|
| Cynthia Labay | Aide | Prekindergarten | 1.0 |
| Jan Ramthun | Interventionist | Reading | 1.0 |
| Kerri Hillman | Interventionist | Reading | 1.0 |
| Lee Ann Smith | Interventionist | Grade 2 | 1.0 |
| Michelle Bethell | Interventionist | Reading | 1.0 |
| Ramona Fincher | Interventionist | Grade 1 | 1.0 |
| Sandra Vaculin | Aide | PreK | 1.0 |

District Funding Summary

| Title 1 | | | | | |
|------------------|------------------|-----------------|--|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | Books for classroom libraries | | \$900.00 |
| 1 | 1 | 8 | Funds to pay participating staff for extra duty pay and books for research. | | \$4,250.00 |
| 1 | 1 | 9 | Leveled Literacy Kits | | \$18,000.00 |
| 1 | 1 | 10 | Hopschotch El Sistema de la Intervention kits | | \$2,100.00 |
| 1 | 6 | 2 | training fees | | \$500.00 |
| 1 | 7 | 6 | teachers | | \$314,750.00 |
| 1 | 7 | 7 | teachers, paraprofessionals | | \$37,000.00 |
| 2 | 1 | 3 | Subscription | | \$4,700.00 |
| 2 | 2 | 4 | Eduhero | | \$1,500.00 |
| 2 | 2 | 8 | site license | | \$4,700.00 |
| Sub-Total | | | | | \$388,400.00 |
| Title 2 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 7 | 9 | PLC Training through Solution Tree | | \$38,900.00 |
| 1 | 7 | 13 | Lead4ward webinars | | \$3,650.00 |
| 1 | 7 | 21 | | | \$7,100.00 |
| 3 | 1 | 5 | | | \$1,500.00 |
| Sub-Total | | | | | \$51,150.00 |
| Local | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Wilson Foundations kits and kit components | | \$2,400.00 |
| 1 | 1 | 2 | None, Students, teachers, administrators, and board members will utilize existing resources. | | \$0.00 |

| | | | | | |
|------------------|------------------|-----------------|---|---------------------|---------------|
| 1 | 1 | 4 | Licenses to use the AR program. | | \$18,000.00 |
| 1 | 2 | 1 | trainer | | \$1,000.00 |
| 1 | 2 | 4 | teacher | | \$40,000.00 |
| 1 | 4 | 2 | Travel | | \$2,500.00 |
| 1 | 5 | 2 | | | \$100.00 |
| 1 | 6 | 1 | Recruiting supplies, fees for job fairs | | \$1,000.00 |
| 1 | 7 | 1 | | | \$1,500.00 |
| 1 | 7 | 5 | coordinators | | \$124,700.00 |
| 1 | 7 | 8 | Region 6 Fees | | \$1,200.00 |
| 1 | 7 | 14 | teachers | | \$120,000.00 |
| 2 | 1 | 4 | | | \$6,000.00 |
| 2 | 1 | 6 | hand held radios, upgrade to repeater | | \$20,000.00 |
| 2 | 2 | 5 | | | \$63,000.00 |
| 2 | 2 | 6 | Eduhero | | \$500.00 |
| 3 | 2 | 1 | | | \$23,675.00 |
| 3 | 2 | 2 | tuition and fees | | \$126,500.00 |
| 3 | 2 | 3 | | | \$2,400.00 |
| 3 | 2 | 4 | bilingual teachers | | \$358,135.00 |
| 3 | 2 | 7 | | | \$600.00 |
| 3 | 2 | 12 | | | \$16,200.00 |
| 4 | 1 | 4 | site license | | \$3,700.00 |
| Sub-Total | | | | | \$933,110.00 |
| Comp ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | Total Motivation Reading licenses and materials | | \$13,600.00 |
| 1 | 1 | 12 | | | \$20,000.00 |
| 1 | 2 | 2 | Teacher | | \$23,570.00 |
| 1 | 3 | 2 | Total Motivation Math Materials and licenses | | \$13,500.00 |

| | | | | | |
|----------------------|------------------|-----------------|---|---------------------|----------------|
| 1 | 4 | 3 | Total Motivation Science materials and licenses | | \$3,200.00 |
| 1 | 7 | 6 | teachers | | \$369,000.00 |
| 1 | 7 | 6 | supplies | | \$39,400.00 |
| 1 | 7 | 7 | | | \$334,500.00 |
| 1 | 7 | 11 | teachers | | \$24,800.00 |
| 1 | 7 | 12 | | | \$77,500.00 |
| 1 | 7 | 16 | personnel | | \$39,500.00 |
| 1 | 7 | 17 | paraprofessional | | \$133,011.00 |
| 1 | 7 | 18 | | | \$5,500.00 |
| 1 | 7 | 19 | | | \$1,475.00 |
| 1 | 7 | 20 | | | \$9,200.00 |
| 3 | 1 | 5 | | | \$1,500.00 |
| 3 | 2 | 1 | prekindergarten teacher | | \$23,675.00 |
| 3 | 2 | 4 | prekindergarten teacher and paraprofessional | | \$53,700.00 |
| 3 | 2 | 13 | Teachers | | \$3,000.00 |
| 4 | 1 | 5 | | | \$15,000.00 |
| Sub-Total | | | | | \$1,204,631.00 |
| Grant | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 1 | Food | | \$15,000.00 |
| 2 | 2 | 2 | Backpacks of Food | | \$4,000.00 |
| Sub-Total | | | | | \$19,000.00 |
| Perkins | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 2 | 6 | supplies | | \$17,625.00 |
| Sub-Total | | | | | \$17,625.00 |
| Rural Schools | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |

| | | | | | |
|--------------------|------------------|-----------------|--|---------------------|----------------|
| 3 | 2 | 5 | Edgenuity licenses | | \$11,500.00 |
| 4 | 1 | 2 | Travel/Registration | | \$2,900.00 |
| Sub-Total | | | | | \$14,400.00 |
| Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | reading materials in Spanish and English | | \$1,800.00 |
| 1 | 1 | 5 | Teachers and materials | | \$5,600.00 |
| 3 | 2 | 4 | bilingual teacher training | | \$1,000.00 |
| Sub-Total | | | | | \$8,400.00 |
| Title IV | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 8 | Extra duty pay | | \$8,000.00 |
| 1 | 7 | 21 | | | \$2,200.00 |
| Sub-Total | | | | | \$10,200.00 |
| Grand Total | | | | | \$2,646,916.00 |

Addendums

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
 CAMERON ISD (166901)

CONFIDENTIAL

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL + | Total Met | Total Eligible | Percent of Eligible Measures Met |
|-----------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------|---------------------------|-------|-----------|----------------|----------------------------------|
| Performance Status - State | | | | | | | | | | | | | | | |
| State Target | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | | | | |
| Reading | Y | N | Y | Y | | | | | N | N | N | | 3 | 7 | 43 |
| Mathematics | Y | N | Y | Y | | | | | Y | N | N | | 4 | 7 | 57 |
| Writing | N | N | N | Y | | | | | N | | | | 1 | 5 | 20 |
| Science | Y | N | Y | Y | | | | | Y | N | | | 4 | 6 | 67 |
| Social Studies | N | N | N | Y | | | | | N | N | | | 1 | 6 | 17 |
| Total | | | | | | | | | | | | | 13 | 31 | 42 |

| | | | | | | | | | | | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|
| Performance Status - Federal | | | | | | | | | | | | | | | |
| Federal Target | 87% | 87% | 87% | 87% | | | | | 87% | 87% | 87% | | | | |
| Reading | N | N | N | N | n/a | n/a | n/a | n/a | N | N | | n/a | | | |
| Mathematics | N | N | N | N | n/a | n/a | n/a | n/a | N | N | | n/a | | | |

| | | | | | | | | | | | | | | | |
|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|-----------|-----------|------------|
| Participation Status | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | 95% | | | |
| Reading | Y | Y | Y | Y | | | | | Y | Y | | Y | 7 | 7 | 100 |
| Mathematics | Y | Y | Y | Y | | | | | Y | Y | | Y | 7 | 7 | 100 |
| Total | | | | | | | | | | | | | 14 | 14 | 100 |

| | | | | | | | | | | | | | | | |
|---|---|--|---|---|--|--|--|--|---|--|--|--|----------|----------|------------|
| Federal Graduation Status (Target: See Reason Codes) | | | | | | | | | | | | | | | |
| Graduation Target Met | Y | | Y | Y | | | | | Y | | | | 4 | 4 | 100 |
| Reason Code *** | a | | a | a | | | | | a | | | | | | |
| Total | | | | | | | | | | | | | 4 | 4 | 100 |

| | | | | | | | | | | | | | | | |
|--|----|--|--|--|--|--|--|--|--|--|--|--|----------|----------|------------|
| District: Met Federal Limits on Alternative Assessments | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | |
| Alternate 1% | Y | | | | | | | | | | | | | | |
| Number Proficient | 4 | | | | | | | | | | | | | | |
| Total Federal Cap Limit | 12 | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | |
| Alternate 1% | Y | | | | | | | | | | | | | | |
| Number Proficient | 4 | | | | | | | | | | | | | | |
| Total Federal Cap Limit | 10 | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | 1 | 1 | 100 |

Overall Total **32** **50** **64**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
CAMERON ISD (166901)

CONFIDENTIAL

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------|---------------------------|---------------|
| Performance Rates | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 688 | 87 | 320 | 267 | 0 | 4 | 0 | 10 | 460 | 19 | 46 | n/a |
| Total Tests | 1,070 | 185 | 517 | 349 | 0 | 4 | 0 | 15 | 784 | 112 | 79 | 61 |
| % at Level II Satisfactory Standard | 64% | 47% | 62% | 77% | - | 100% | - | 67% | 59% | 17% | 58% | n/a |
| Mathematics | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 595 | 75 | 279 | 233 | 0 | 2 | 0 | 6 | 403 | 17 | 43 | n/a |
| Total Tests | 864 | 141 | 418 | 291 | 0 | 2 | 0 | 12 | 637 | 84 | 75 | 57 |
| % at Level II Satisfactory Standard | 69% | 53% | 67% | 80% | - | 100% | - | 50% | 63% | 20% | 57% | n/a |
| Writing | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 137 | 15 | 65 | 55 | 0 | 0 | 0 | 2 | 98 | 3 | 14 | n/a |
| Total Tests | 238 | 37 | 113 | 85 | 0 | 0 | 0 | 3 | 183 | 19 | 25 | 22 |
| % at Level II Satisfactory Standard | 58% | 41% | 58% | 65% | - | - | - | 67% | 54% | 16% | 56% | n/a |
| Science | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 261 | 34 | 109 | 113 | 0 | 3 | 0 | 2 | 159 | 12 | 13 | n/a |
| Total Tests | 356 | 58 | 162 | 130 | 0 | 3 | 0 | 3 | 246 | 36 | 23 | 16 |
| % at Level II Satisfactory Standard | 73% | 59% | 67% | 87% | - | 100% | - | 67% | 65% | 33% | 57% | n/a |
| Social Studies | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 123 | 9 | 57 | 54 | 0 | 0 | 0 | 3 | 72 | 7 | 0 | n/a |
| Total Tests | 217 | 30 | 107 | 75 | 0 | 1 | 0 | 4 | 149 | 26 | 9 | 8 |
| % at Level II Satisfactory Standard | 57% | 30% | 53% | 72% | - | 0% | - | 75% | 48% | 27% | 0% | n/a |
| Participation Rates | | | | | | | | | | | | |
| Reading: 2015-2016 Assessments | | | | | | | | | | | | |
| Number Participating | 1,121 | 195 | 545 | 362 | 0 | 4 | 0 | 15 | 822 | 115 | n/a | 69 |
| Total Students | 1,132 | 197 | 548 | 368 | 0 | 4 | 0 | 15 | 831 | 116 | n/a | 69 |
| Participation Rate | 99% | 99% | 99% | 98% | - | 100% | - | 100% | 99% | 99% | n/a | 100% |
| Mathematics: 2015-2016 Assessments | | | | | | | | | | | | |
| Number Participating | 907 | 149 | 442 | 302 | 0 | 2 | 0 | 12 | 671 | 85 | n/a | 64 |
| Total Students | 911 | 149 | 442 | 306 | 0 | 2 | 0 | 12 | 675 | 85 | n/a | 64 |
| Participation Rate | 100% | 100% | 100% | 99% | - | 100% | - | 100% | 99% | 100% | n/a | 100% |

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
 CAMERON ISD (166901)

CONFIDENTIAL

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Ever HS) | ELL (Current) |
|--|-----------------|---------------------|----------|-------|--------------------|--------|---------------------|-------------------------|----------------|---------------|------------------|------------------|
| Federal Graduation Rates | | | | | | | | | | | | |
| 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015 | | | | | | | | | | | | |
| Number Graduated | 83 | 15 | 32 | 34 | 0 | 0 | 0 | 2 | 51 | 5 | 0 | n/a |
| Total in Class | 88 | 17 | 34 | 35 | 0 | 0 | 0 | 2 | 56 | 6 | 1 | 1 |
| Graduation Rate | 94.3% | 88.2% | 94.1% | 97.1% | - | - | - | 100.0% | 91.1% | 83.3% | 0.0% | n/a |
| 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014 | | | | | | | | | | | | |
| Number Graduated | 91 | 17 | 26 | 47 | 0 | 1 | 0 | 0 | 44 | 13 | 2 | n/a |
| Total in Class | 96 | 18 | 29 | 48 | 0 | 1 | 0 | 0 | 49 | 14 | 3 | 2 |
| Graduation Rate | 94.8% | 94.4% | 89.7% | 97.9% | - | 100.0% | - | - | 89.8% | 92.9% | 66.7% | n/a |
| 5-year Extended Graduation Rate (Gr 9-12): Class of 2014 | | | | | | | | | | | | |
| Number Graduated | 92 | 17 | 27 | 47 | 0 | 1 | 0 | 0 | 45 | 14 | 3 | n/a |
| Total in Class | 96 | 18 | 29 | 48 | 0 | 1 | 0 | 0 | 49 | 14 | 3 | 2 |
| Graduation Rate | 95.8% | 94.4% | 93.1% | 97.9% | - | 100.0% | - | - | 91.8% | 100.0% | 100.0% | n/a |
| District: Met Federal Limits on Alternative Assessments | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | |
| Number Proficient | 4 | | | | | | | | | | | |
| Total Federal Cap Limit | 12 | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Number Proficient | 4 | | | | | | | | | | | |
| Total Federal Cap Limit | 10 | | | | | | | | | | | |

- Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| FALSE CLAIM | A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action. |
| TIMELY REPORTING | Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct. |
| REPORTING PROCEDURES | To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. |
| STUDENT REPORT | |
| EMPLOYEE REPORT | Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. |
| REPORT FORMAT | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |
| PROHIBITED CONDUCT | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |
| INVESTIGATION OF REPORT | The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. |
| CONCLUDING THE INVESTIGATION | Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee. |
| NOTICE TO PARENTS | If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. |

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| DISTRICT ACTION BULLYING | If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. |
| DISCIPLINE | <p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p> |
| CORRECTIVE ACTION | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| TRANSFERS | The principal or designee shall refer to FDB for transfer provisions. |
| COUNSELING | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| IMPROPER CONDUCT | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| CONFIDENTIALITY | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
| APPEAL | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| RECORDS RETENTION | Retention of records shall be in accordance with CPC(LOCAL). |
| ACCESS TO POLICY AND PROCEDURES | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |