Ector County Independent School District

Cameron Dual Language Magnet

2019-2020 Campus Improvement Plan

Mission Statement

Through collaboration between the community, parents, and educators, we will empower our students to become future scholars.

Vision

Cameron students will become global citizens by developing multilingual skills as lifelong learners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Cameron conducted a historical data study that examined three years of data; comparing Approaches, Meets and Masters across the campus, district and state. In the data analysis we uncovered a discrepancy in the percentages of English and Spanish testers. The campus English data out-performed the Spanish data significantly. We also noticed a dip in the achievement scores in fourth grade as compared to 3rd and 5th grade data in the previous year. We noticed that we need to improve our Meets and Masters performance as compared to the district and state numbers.

The team also went deeper into the data study by looking at readiness data in grades 3-5. We found some common concepts that in math and reading in all grade levels that we re-examine for instructional strategies used.

- Cameron benefits from…
    - Summer remediation for STAAR recovery
    - At Risk tutoring
    - LTS Stride
    - Literacy Initiatives/Abydos
    - Frog Street Press
    - Reading Dyslexia Interventionist
    - Instructional Aides and Bilingual Aides
    - Community Outreach Services
    - Campus Curriculum Facilitators
    - Reading Specialist
    - Parent Involvement Activities
    - Title One Teachers on Special Assignment
    - Extended Year Services
    - Special Education Additives/ Stipends
    - Speech Pathology Stipends
    - Adaptive PE Coaching Stipends
    - Special Education Teachers
    - Speech Pathologists
    - Occupational Therapist
    - OT/PT Assistants

- Special Education Leadership, Director/ Supervisors
- Special Education Testing
- Special Education Transportation
- Special education instructional support staff
- Special education instructional support materials
- Special Olympics supplies, fees and travel
- Special Education Professional development
- Teaching Materials
- Software
- Fees & Dues for things like PD
- CAMP SIP Summer Program
- GT supplemental classroom materials
- GT COGAT Testing Materials
- GT Curriculum & Staff Development
- Instructional Leadership of program
- Summer Remediation for STAAR/EOC recovery: Targeted grades
- Summer Remediation for bilingual pre-k program
- At Risk Tutoring
- Literacy Initiatives for reading and math
- Frog Street Press
- Communities in Schools
- Core Teacher Professional Development for at risk strategies
- Bilingual ESL Literacy: sub ob 89
- Reading Coaches: Itinerant Comp Ed
- Bilingual ESL Literacy: sub ob 89
- DAEP Program
- Reading Dyslexia Interventionist
- Instructional Aides & Bilingual Aides
- Bilingual Specialist
- ESL Specialist
- Community Outreach Services
- Dictionaries for Bilingual/ESL student use
- LTS Stride Software
- Turnaround plans at identified secondary and elementary campuses
- Drop Out Prevention Counselors (SAS counselors)
- Teacher Recruitment Travel and Materials
- BE & ESL Stipends

- Teacher Professional Development & Support
- Classroom Materials
- Classroom Dictionaries for Instruction Use
- Testing Materials for Student Identification to the Program LAS Links
- Interventions Materials
- Training Teacher Materials
- Summer School Materials & Staffing
- Books for BE & ESL
- Teacher Created Materials targeted to balanced literacy
- AVID Summer Institute
- AVID Membership Fees
- AVID tutors
- AVID supplies and materials
- AVID training
- AVID College Field Trips
- AVID teachers/ coordinator
- Title One Teachers on Special Assignments
- Campus Curriculum Facilitators
- Reading Specialist
- Parent Involvement Activities
- Supplemental materials, science, social studies and math
- Title One Supplemental Literacy Materials
- Library books & Technology tablets @ targeted title one campuses
- Professional Development for teachers and campus administrators
- Homeless Specialist & homeless services for non-title one campuses
- Professional Development for Administration
- Supplemental Instructional Support Technology
- Supplemental tutors
- Parent Liaison
- Instructional technology
- CSS Services from Region 18 & Lead Forward
- Supplemental Instructional Support Activities as identified in planning
- Professional Development for Administration & Teachers
- Parent Involvement Activities
- Bilingual/ ESL aides
- Title 3 Bilingual Specialist
- Achieve 3000

- Language Instruction Resources
- ESL Coordinator and Specialists
- Parenting Partners
- English Language Development Academy for Parents
- Staffing for ELD Academy
- Sheltered Instruction Support and Professional Development

Demographics

Demographics Summary

2018-2019 Demographic data

Total Enrollment: 531

PK: 41

Kinder:86

Grade 1: 88

Grade 2: 81

Grade 3: 81

Grade 4: 86

Grade 5: 68

Ethnic Distribution:

White 10

Hispanic 520

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 348

Economic Disadvantaged 343

Lep 309

Special Education 31

Bilingual Education 428

ESL Education 0

Gifted & Talented Education 68

Title I 531

Migrant 0

2017-2018 Demographic data

Total Enrollment: 528

PK: 44

Kinder:84

Grade 1: 82

Grade 2: 87

Grade 3: 93

Grade 4: 74

Grade 5: 64

Ethnic Distribution:

White 7

Hispanic 520

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 348

Economic Disadvantaged 331

Lep 315

Special Education 21

Bilingual Education 472

ESL Education 0

Gifted & Talented Education 67

Title I 528

Migrant 0

2016-2017 Demographic data

Total Enrollment: 508

PK: 43

Kinder:91

Grade 1: 83

Grade 2: 90

Grade 3: 70

Grade 4: 60

Grade 5: 71

Ethnic Distribution:

White 10

Hispanic 497

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 335

Economic Disadvantaged 337

Lep 281

Special Education 20

Bilingual Education 477

ESL Education 0

Gifted & Talented Education 55

Title I 508

Migrant 3

Demographics Strengths

For the 2018-2019 school year, our campus strength was our Academic Achievement in the areas of Reading and Math as listed below. Students were able to show accomplishments in the three areas of Approaches, Meets and Masters.

Academic Achievement Status:

Reading: Hispanic, Economic Disadvantage, EL(Current & Monitored)

Math: All Students, Hispanic, Economic Disadvantage, EL(Current & Monitored), Cont. Enrolled

Growth Status:

Reading: None.

Math: None

English Proficiency Status: EL(Current & Monitored)

Student Success Status: All Students, Hispanic, Special Education, Economic Disadvantage, EL(Current &Monitored), Non-Cont. Enrolled

Student Achievement

Student Achievement Summary

Domain 1; Student Achievement: 76

Domain 2; School Progress: 79

Domain 3; Closing the Gaps: 70

Campus Size: 531

Grade Span: PK-05

Economically Disadvantaged: 64.8%

ELL: 58.%

Cameron Elementary		2017			2018			2019		
		% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3rd Reading	English	77/63/72	35/33/45	35/20/29	77/68/76	50/30/42	23/16/24	95/66/78	57/35/47	34/16/24
	Spanish	50/60/63	20/33/34	9/20/21	72/72/73	25/33/39	11/16/19	70/62/66	30/31/31	3/12/12
	Total	60/63/71	26/33/*	19/20/*	74/69/76	33/31/*	15/16/*	84/65/78	44/34/*	20/15/*
3rd Math	English	81/65/76	44/36/48	30/17/25	70/67/77	57/35/46	23/15/23	78/66/76	44/33/44	18/19/28
	Spanish	74/67/67	42/40/35	19/19/16	75/74/70	33/33/34	7/13/15	72/66/69	36/38/39	8/18/21
	Total	77/66/76	43/36/*	23/17/*	74/68/77	41/35/*	12/15/*	75/66/75	41/34/*	14/19/*
4th Reading	English	74/56/70	48/31/43	22/15/24	77/60/72	50/33/45	37/16/24	84/64/74	55/34/46	37/18/28
	Spanish	76/42/59	32/18/30	18/7/13	39/45/61	12/20/29	3/10/13	52/49/54	11/15/26	2/7/13
	Total	75/55/69	39/29/*	19/14/*	59/58/71	32/32/*	21/15/*	67/63/74	31/33/*	18/17*
4th Math	English	83/62/75	52/32/46	21/16/27	80/68/78	53/36/47	28/16/26	82/65/74	56/33/43	26/15/22
	Spanish	68/43/57	25/13/27	18/6/12	52/50/61	16/22/29	0/7/12	56/47/59	20/22/29	2/7/12
	Total	75/60/74	39/30/*	19/15/*	68/67/77	37/35/*	15/16/*	68/63/73	37/32/*	13/14/*

Cameron Elementary		2017			2018			2019		
		% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
4th Writing	English	67/48/63	33/21/32	13/6/10	77/51/61	43/27/38	3/5/10	74/52/65	26/20/33	3/5/10
	Spanish	81/57/64	53/33/38	9/9/12	50/54/63	11/29/36	3/9/14	74/62/67	45/33/39	13/12/15
	Total	75/49/63	45/22/*	11/6/*	63/51/61	27/27/*	3/6/*	74/53/65	38/21/*	10/5/*
5th Reading	Total**	79/68/81	40/32/45	19/15/25	87/69/82	52/36/51	18/13/25	87/75/86	47/37/51	27/16/29
5th Math	Total**	85/76/86	39/34/48	16/14/24	93/81/90	55/40/57	24/17/30	91/80/89	74/42/56	41/23/36
5th Science	Total	76/61/72	34/29/41	7/10/17	82/65/75	35/26/40	9/9/16	83/58/73	45/31/48	17/14/23

Key=Campus/District/State

*=State Avg Not Available

**=1st and 2nd Administration

	Reading/ELA					Yearly Progress Indicator			TELPAS Composite Rating			
TELPAS 2018-2019	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Economic Disadvantage	192	13	976	32.11%	03/01/19	47.10%	2.58%	0%	21.35%	31.25%	28.65%	18.75%
Hispanic	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Female	140	14	1072	35.13%	03/01/19	50%	1.64%	0%	17.14%	30%	33.57%	19.29%
Male	150	15	1106	37.89%	03/01/19	50.83%	4.17%	0%	20.67%	21.33%	34%	24%
LEP	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Special Ed Indicator	19	7	699	17.53%	03/01/19	23.08%	0%	0%	31.58%	52.63%	5.26%	10.53%

Reading/ELA

TELPAS 2018-2019	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator: 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating: Beginning	Intermediate	Advanced	Advanced High

Reading/ELA

TELPAS 2017-2018	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator: 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating: Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL		294	14	1110	35.60%	03/01/18	%	%	%	12.93%	33.33%	36.73%	16.67%
Economic Disadvantage		180	13	1033	32.69%	03/01/18	%	%	%	16.11%	34.44%	33.89%	15%
Hispanic		294	14	1110	35.60%	03/01/18	%	%	%	12.93%	33.33%	36.73%	16.67%
Female		148	13	1065	33.35%	03/01/18	%	%	%	14.86%	35.14%	31.76%	17.57%
Male		146	15	1155	37.88%	03/01/18	%	%	%	10.96%	31.51%	41.78%	15.75%
First Year of Monitoring		11	28	1692	71%	03/01/18	%	%	%	0%	0%	9.09%	90.91%
LEP		283	14	1087	34.22%	03/01/18	%	%	%	13.43%	34.63%	37.81%	13.78%
Special Ed Indicator		12	10	1106	25.25%	03/01/18	%	%	%	8.33%	75%	16.67%	0%

Reading/ELA

TELPAS 2016-2017	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator: 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating: Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL		259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%	18.15%

TELPAS 2018-2019	Reading/ELA Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator 1 Level Higher	Yearly Progress Indicator 2 Levels Higher	Yearly Progress Indicator 3 Levels Higher	TELPAS Composite Rating Beginning	Intermediate	Advanced	Advanced High
Economic Disadvantage	152	26	473	45.72%	03/01/17	48.82%	6.30%	0%	29.61%	28.95%	23.68%	17.76%
Hispanic	259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%	18.15%
Female	125	25	457	45.19%	03/01/17	53.77%	5.66%	0%	29.60%	28%	24.80%	17.60%
Male	134	27	489	47.35%	03/01/17	49.11%	8.04%	0.89%	26.12%	33.58%	21.64%	18.66%
First Year of Monitoring	8	50	759	83.13%	03/01/17	75%	0%	0%	0%	0%	25%	75%
LEP	237	24	449	43.05%	03/01/17	47.45%	7.65%	0.51%	29.96%	33.76%	24.47%	11.81%
Second Year of Monitoring	14	49	724	80.43%	03/01/17	92.86%	0%	0%	7.14%	0%	0%	92.86%
Special Ed Indicator	12	14	360	24.67%	03/01/17	25%	0%	0%	58.33%	33.33%	8.33%	0%

Student Achievement Strengths

Cameron received a "C" overall on state accountability with performance in the three domains with Domain 1=76, Domain 2= 79, Domain 3 = 70. In 2018-2019 we missed 13 safeguards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall pass rate of 42%(Meets) and 17%(Masters) in the area of reading, with economically disadvantaged students having a pass rate of 35%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 41%(Meets) and 16%(Masters) . Cameron will focus on maintaining this positive growth in the area of reading. **Root Cause**: The teachers lack the skills to provide individualized/small group data driven instruction in reading skills.

Problem Statement 2: Overall pass rate of 49%(Meets) and 25%(Masters) in the area of Math, with economically disadvantaged students having a pass rate of 47%(Meets) and 22%(Masters) and Hispanic students with a pass rate of 48%(Meets) and 25%(Masters). Cameron will focus on maintaining this positive growth in the area of Math. **Root Cause**: The campus does not have focused math skills-based instruction, monitoring, and data driven spiral reviews.

Problem Statement 3: Overall pass rate of 46%(Meets) and 16%(Masters) in the area of Science, with economically disadvantaged students having a pass rate of 42%(Meets) and 8% (Masters), English Language Learners with a pass rate of 48%(Meets) and 15%(Masters) and Hispanic students with a pass rate of 45%(Meets) and 15%(Masters). Cameron will focus on maintaining this positive growth in the area of science. **Root Cause**: Lack of teacher understanding for the instructional strategies needed to provide students with a strong vocabulary foundation in science concepts as well as hands-on activities.

Problem Statement 4: Overall pass rate of 40%(Meets) and 8%(Masters) in the area of Writing, with economically disadvantaged students having a pass rate of 38%(Meets) and 8%(Masters) and Hispanic students with a pass rate of 40%(Meets) and 8%(Masters)%. **Root Cause**: The campus does not have a focused writing program in all grade levels PreK - 6.

School Culture and Climate

School Culture and Climate Summary

Cameron Elementary is undergoing some shifts in school culture. Administrators and Teachers attended the Ron Clark Academy in Atlanta, GA and brought some research based strategies to meet the needs of students: both academically and psycho-socially. The campus has 1 first year teacher this school year as compared to 1 in the 2017-2018 school year. However, the school has 16 new staff members on the team including teachers, para-professionals and office staff. For the 2019-2020 school year, we have three long-term substitutes in Pre-K ESL, Pre-K Bilingual, and Special Education. We currently have one vacancy in our French classroom.

School Culture and Climate Strengths

Attendance was 96.6% as compared to 96.4% in the 2017-2018 school year.

Cameron will work with Alicia Salinas on building the dual language program this school year to better meet the needs of all our students in both language and academics.

There are 26 teachers/administrators that have attended the Ron Clark Academy and are implementing the strategies learned from the Ron Clark Academy Conference.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cameron Elementary works with the Human Resources Department to hire Highly Qualified individuals for our positions. Cameron works to develop a campus culture where teachers feel supported and where we hold each other to a high standard. Cameron utilizes Munis, lists provided by Human Resources from job fairs and other recruitment events.

Staff Quality, Recruitment, and Retention Strengths

Cameron uses the district teacher mentor program to retain our teachers and provide support that will grow them to become "GREAT" teachers. For the 2018-2019 school year, Cameron is currently not a highly qualified school at the time with three non-certified substitute in Pre-Kindergarten and Special Education. Cameron began interviewing and recommending teachers at an early stage as to hire quality teachers for the upcoming school year.

Teacher Retention:

14/15 to 15/16	69.44%
15/16 to 16/17	68.29%
16/17 to 17/18	82.35%
17/18 to 18/19	68.57%

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cameron Elementary uses the Ector County Independent School District curriculum to provide instruction in all core content areas. Students participate in the Unit Assessments designed by the district/TRS to monitor student progress, teachers disseminate this data to modify their instruction to meet the needs of all students. Cameron also uses the approved computer programs to monitor student progress and provide intervention if necessary. Teachers use the instructional models provided by the district for Guided Reading, Guided Math, etc.

Curriculum, Instruction, and Assessment Strengths

The Cameron team is trained in Sheltered Instruction Strategies(SIOP); all new teachers will be trained this year to ensure all teachers can provide instruction using Sheltered Instruction. Teachers will also participate in the training provided by ECISD in best practices and modeling.

Parent and Community Engagement

Parent and Community Engagement Summary

In the past Cameron has provided many opportunities for parent involvement: Meet the Teacher, Open House, Reading Nights, Programs, etc. Cameron has a PTA organization that supports teachers and students. Cameron also utilizes the VIPS program in our school that impacts students learning.

Parent and Community Engagement Strengths

Cameron has increased the number of parent involvement opportunities available to parent/guardians from the 2017-2018 to the 2018-2019 school year. We are planning to increase that number in the 2019-2020 school year.

School Context and Organization

School Context and Organization Summary

Cameron utilizes PLC's to foster a team environment to build student success and teacher growth. Teachers have an RTI time designed into their day to provide small group instruction where needed. CIT was elected and meets on a monthly basis to implement site based decision making.

School Context and Organization Strengths

CIT, Leadership team, and Dual Language team all meet on a regular basis to create and monitor campus goals. Use of staff development days allow for the following vertical teams: ELAR/SLAR, Writing, Science, and Math.

Technology

Technology Summary

The campus is ahead of the district in the technology implementation in classrooms with IPads, Chromebooks, Interactive Flat Panels. The campus will continue to explore further options to keep classrooms and students with up to date technology.

Technology Strengths

The campus has purchased 8 Ipads for each PK-2 classroom and have 1-to-1 chromebooks in grade levels: 3-6. Cameron will be working with the technology and facilities department to refine and maximize the classroom amplification devices for the campus. The campus also has 34 Interactive Flat Panels that are used in the designated classrooms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Support Systems and Other Data

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

Goals

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: The balanced literacy framework will be implemented with support in all classrooms(K-6)

Evaluation Data Source(s) 1: Running Records
SBA
DBA
IStation
Unit Assessments
TELPAS
STAAR
Progress Monitoring Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Provide opportunities for teachers to observe high quality balanced literacy implementation in classrooms at Cameron as well as other campuses.	Administrators and Instructional Specialists	Students will have one year's growth in Reading.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 2) Model lessons for teachers implementing Guided Reading to ensure rigor in centers and correct implementation of program	Administrators and Instructional Specialist	Improved lesson delivery and quality work stations.				
3) Create student data folders for tracking iStation progress	Administrators and Instructional Specialist	Students will own their data and set goals.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: At least 97.7% of all student sub groups will attend school each day school is in session to include student attendance and participation in state mandated assessments at every grade level.

Evaluation Data Source(s) 2: ADA and STAAR participation rates

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Incentives will be decided on and implemented for class with highest attendance in each grade level	Administrators and Attendance Clerk	Meet goal expectation for attendance.				
2) Magnet contract will be followed according to rules for absences in the Dual language program. Assistant Principal and Magnet Clerk will send letters out to all students with 5 absences/5 tardies	Administrators and Magnet Clerk	Decrease in the number of students non-renewed for attendance.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Cameron Dual Language Elementary will provide ongoing support and PD to grow and maintain implementation with fidelity of the dual language program. Cameron will attend La Cosecha Dual Language conference to collaborate with other dual language campuses to refine our program.

Evaluation Data Source(s) 3: Walkthroughs
LPAC
Benchmarks
STAAR
TELPAS

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Campus will participate in professional development aligned to best practices for lesson delivery to allow for the transfer of learning from the L1-L2 through successful planning and use of anchor charts and opportunities to use language in the classroom.	Administrators and Instructional Specialist	Stronger second language acquisition by the students.				
2) Administration and teachers will work together when building classroom rosters to balance LEP/NON-LEP percentages in each classroom	Administrators	Balanced Classrooms for ideal model for dual language two-way classrooms.				
3) Development of schedule and plan for native language literacy in PK-1	Administrators and Instructional Specialist	Maximized time for instruction in all content areas.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, and depth and complexity and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers will attend professional development by the Ron Clark Academy to support implementation.

Evaluation Data Source(s) 4: GT %(BOY to EOY)
STAAR
Benchmarks
Vertical Teams
Teacher Surveys
EOY PD needs assessment

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Use of PLC structure to identify our lowest readiness and supporting standards.	Administrators and Instructional Specialist	Increase in performance in identified TEKS.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Focused professional development will be based on researched based practices that will enhance instructional staff teaching to meet the needs of every diverse and at-risk learner as well as to increase teacher competencies including dual language strategies. Cameron will work with Alicia Salinas to address PD needs as identified by the campus throughout the year.

Evaluation Data Source(s) 5: PLC Agenda
Attend Dual Language Conference
Sign-in sheets for PD
Vertical Teams

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Attend DL conference for Dual Language	Administrator and Dual Language Specialist	Refinement of the current dual language program.				
2) Use of the PLC model foster a team effort to meet the needs of all students	Administrators and Instructional Specialist	Teacher growth from their peers.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

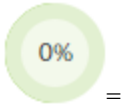
Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Cameron special education teachers will complete the case manager checklist every month.

Evaluation Data Source(s) 6: Monthly case manager checklists
ARD Meeting decisions
Progress monitoring of students
STAAR/STAAR Alt/ STAAR Online
Benchmarks
District approved intervention software

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Review the monthly Case Manager Checklists	Administrators	Stay in compliance with Sped law and meet the student's services.				

= Accomplished = Continue/Modify 

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Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Cameron GT percentage will increase.

Evaluation Data Source(s) 7: Number of applications turned in by teachers
Review student information for new to campus students
Cogat and Naglieri Test Scores

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) All teachers will be required to recommend at least 2 student to apply for GT services during open application period.	Administrators	Increase in the number of identified GT students.				
2) Monitor integrity of Naglieri/CogAT administration	Administrators	Testing environment without irregularities.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Science.

Evaluation Data Source(s) 8: STAAR
Unit Assessments
Benchmarks

Summative Evaluation 8:

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Math.

Evaluation Data Source(s) 9: STAAR
Unit Assessments
Benchmarks

Summative Evaluation 9:

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 10: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Reading.

Evaluation Data Source(s) 10: STAAR
Unit Assessments
Benchmarks
IStation

Summative Evaluation 10:

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 11: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Writing.

Evaluation Data Source(s) 11: STAAR
Unit Assessments
Benchmarks

Summative Evaluation 11:

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 12: Cameron will use TEKS Resource System consistently and with fidelity as it is a research-based best practice district curriculum and will be implemented in Math, ELAR/SLAR, Science, and Social Studies at appropriate grade levels.

Evaluation Data Source(s) 12: Unit Assessments
Teacher Created Assessments
IStation
Benchmarks
STAAR
TELPAS
Stride

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Administrators will monitor District Managed Curriculum/TRS implementation through walkthroughs, lesson plan review and PLC format.	Administrators and Instructional Specialist	Common curriculum across campus and district.				
2) Principal, AP, Instructional Coach and Dual Language Specialist will provide support to teachers in the implementation of the District Managed Curriculum/TRS. Support will be provided in the lesson modeling, reading and understanding the curriculum documents (YAG, IFD, VAD, etc) and facilitating lesson materials and manipulatives	Administrators and Instructional Specialist	Strong implementation of district curriculum.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
3) Sheltered Instruction strategies will be implemented and monitored in every classroom.	Administrators and Instructional Specialist	Support of second language acquisition.				
4) CHAMPS/PBIS strategies implemented in every classroom	Administrators and Instructional Specialist	Safe and supportive learning environment, with less referrals being written.				
5) Form small group tutoring based on data and purchase approved resources to support our areas that scored below 85%.	Administrators and Instructional Specialist	Students to make one year's growth in all areas.				
6) Cameron will purchase supplemental materials for RTI/small group purposes in the areas of Math/Reading/Science/Writing.	Administrators	Have curriculum ready for small group instruction and tutors.				

= Accomplished

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= No Progress

= Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 13: Cameron students will be prepared for college coursework through implementation of AVID in 4th-6th grade.

Evaluation Data Source(s) 13: AVID Assessments
Student work demonstrating use of AVID strategies

Summative Evaluation 13:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Training will be provided for all new staff and refreshers over the 3 goals will be provided to all 4-6th grade teachers	Administrators and Instructional Specialist	AVID strategies being used in all classroom 4-6th grades.				
2) College Memorabilia Displays in hallways and outside classrooms	Administrators and Instructional Specialist	Expose students to various opportunities for their future.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 14: Physical Education students will meet expected standards on state physical education assessment.

Evaluation Data Source(s) 14: Fitness Gram Data
Report Cards
Formative assessments used in P.E.

Summative Evaluation 14:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Implementation of district PE curriculum	Administrators	Students will learn the fundamentals of sports.				
2) Recess built into the master schedule	Administrators	Students will come go to recess prior to lunch.				
3) Physical fitness testing	Administrators	We will have benchmark data for physical fitness for students.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Cameron Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 15: Cameron will ensure that migrant services are provided in accordance with all federal guidelines.

Evaluation Data Source(s) 15: Migrant performance data throughout the year and EOY assessments.

Summative Evaluation 15:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Identify students who meet Migrant criteria and communicate information with teachers Title One C, Migrant (not in campus budget) Migrant needs will be met through other funding sources						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: Cameron Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: Cameron students will be taught by highly qualified teachers and instructional paraprofessionals.

Evaluation Data Source(s) 1: BOY HQ Status
MOY HQ Status
EOY HQ Status

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1) Actively recruit and hire HQ staff for open positions still available at Cameron using TalentEd.						
2) Monitor TalentEd twice a week for qualified applicants.	Administrators	Reduce the number of long-term substitutes.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Cameron Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Cameron will improve inter-dependent partnerships with our parents and community.

Evaluation Data Source(s) 1: VIPS participation
PTA participation
Community member involvement

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Provide Parental involvement activities for parents to be involved.	Administrators and Instructional Specialist	Increase in the % of parents participating in school activities.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Cameron Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Cameron will increase communication between school and home.

Evaluation Data Source(s) 2: Parent Sign-in Sheets
Parent link data
Parent notes and letters home

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Cameron will use Parent link to communicate with parents as well as a school calendar that will go home every month. All letters and notes will be sent in both English and Spanish. We will also update our marquee and website with up coming events.	Administrators	Parents will know dates and information in a timely manner.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: Cameron Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Cameron students will be educated in learning environments that are safe, drug free, and conducive to learning.

Evaluation Data Source(s) 1: Number of Referrals by Sub Pop
Number of Referrals by Teacher
Number of Drills and Drill Summary report to show progress in time and effectiveness in drill preparation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Participation in Red Ribbon Week	Administrators and Counselor	Awareness of the positives of being drug free.				
2) Anti Bullying lessons are taught 4 times a year with grade level classes	Administrators and Counselor	Reduced or maintain no bully allegations.				
3) Character Education classes are conducted monthly by counselor	Administrators and Counselor	Students feel confident to self-regulate and have a voice.				
4) Cameron House Teams with points given by Class Dojo.	Administrators, Teachers, and Instructional Specialist	Increased engaged classrooms and school environments.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: Cameron Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: The campus will maintain campus teams that are trained in the procedures for TBSI.

Evaluation Data Source(s) 2: TBSI Team List
CPI trained staff

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Form TBSI team and seek assistance from central office to provide training	Administrators and TBSI team.	Team trained as set by district guidelines.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 4: Cameron Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 3: Cameron will provide a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in number of discipline referrals and dropouts.

Evaluation Data Source(s) 3: Number of Discipline Referrals by sub groups
non-renewal information for magnet students

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Use of Cameron Houses with point system to recognize great effort and acts.	Administrators, Teachers and Instructional Specialist					
2) Beginning of Student Council in grades 4-6.	Administrators and Counselor	Develop student leaders in grades 4-6.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: Cameron Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 4: Cameron will ensure that we have established student and staff support for suicide prevention, violence prevention, intervention and harassment.

Evaluation Data Source(s) 4: Discipline Referrals
Attendance
Bully Checklists

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Staff will participate in district training regarding harassment, suicide prevention and how to refer students to the counselor.	Administrators and Counselor	Staff will know how to respond to various situations.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: Cameron Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Cameron will support teachers and staff with appropriate resources to meet students needs by asking teachers what their current needs are for themselves individually and by area.

Evaluation Data Source(s) 1: Purchase Orders
Requisitions

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Teachers will receive a $200 spending allotment for the beginning of the school year.	Administrators	Teachers will have materials in hand to start the school year.				
2) Teachers will request materials through a process outlined in the handbook .		Teachers can supplement the district supply list to meet their classroom needs.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: Cameron Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Cameron classrooms will meet or exceed technology standards and teachers and staff will provided technology training to enable them to use the technology to enhance and enrich their lessons.

Evaluation Data Source(s) 1: Technology Survey
Classroom Walkthroughs
IStation Reports
Sign-in sheet from campus provided technology PD.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1) All teachers will complete the annual technology survey	Administrators	Gather information about campus needs in the area of technology.				
2) Evaluation of technology in classrooms will be completed and planning for purchases to replace old projectors, document cameras, Interactive Flat Panels will be in place.	Administrators	Keep all classrooms up to date with working technology.				
3) Technology training will be provided to new and continuing staff.		Technology will be used to enhance instruction in the classroom.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	David Bargas	Principal
Administrator	Ana Estrada	Assistant Principal
Specialist	Margarita Acosta	Dual Language Specialist
Classroom Teacher	Krystal Tavarez	Pre-K
Classroom Teacher	Veronica Villarreal	Kindergarten
Classroom Teacher	Sally Smith	First Grade
Classroom Teacher	Jessica Luna	Second Grade
Classroom Teacher	Selsa Lerma	Third Grade
Classroom Teacher	Lizette Rey	Fourth Grade
Classroom Teacher	Ramona Mata	Fifth Grade
Classroom Teacher	Erica Barnes	Sixth Grade
Special Area Teacher	Nancy Stone	Media Specialist
Special Population Teacher	Rosalita Garcia	Gifted/Talented
Specialist	Rebecca Richardson	Instructional Specialist
Counselor	Taylor Roy	Counselor