

Ector County Independent School District
Cameron Dual Language Magnet
2021-2022 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	11
Perceptions	12
Priority Problem Statements	13
Goals	14
Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	15
Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	30
Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	33
Addendums	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

DAYS MEMBERSHIP BY GRADE	Stu Count	Days Memb	%Days Memb
Early Education	0	0.0	0.00%
Pre-Kindergarten	45	4,234.0	4.09%
Kindergarten	83	14,397.0	13.90%
Grade 1	87	14,894.0	14.38%
Grade 2	90	15,791.0	15.25%
Grade 3	89	15,494.0	14.96%
Grade 4	75	13,222.0	12.77%
Grade 5	78	13,739.0	13.27%
Grade 6	87	11,776.0	11.37%
Grade 7	0	0.0	0.00%
Grade 8	0	0.0	0.00%
Grade 9	0	0.0	0.00%
Grade 10	0	0.0	0.00%
Grade 11	0	0.0	0.00%
Grade 12	0	0.0	0.00%
TOTAL (distinct count)	614	103,547.0	100.00%

COUNTS BY ETHNICITY	ALL Students	GT	LEP	BIL	ESL	CTE	SPEC ED
Hispanic/Latino	606	71	364	0	0	0	73
American Indian/Alaska	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black/African American	1	1	0	0	0	0	0
Hawaiian or Other Pacific	0	0	0	0	0	0	0
White	7	1	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0
TOTAL	614	73	364	0	0	0	73

ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL	Stu Count	Days Memb	% Group	%Days Memb
Hispanic/Latino	255	44,210.0	99.60%	42.70%
American Indian/Alaska	0	0.0	0.00%	0.00%
Asian	0	0.0	0.00%	0.00%
Black/African American	0	0.0	0.00%	0.00%
Hawaiian or Other Pacific	0	0.0	0.00%	0.00%
White	1	179.0	0.40%	0.17%
Two or More Races	0	0.0	0.00%	0.00%
TOTAL	256	44,389.0	100.00%	42.87%

OTHER ECON DISADV	Stu Count	Days Memb	% Group	%Days Memb

Hispanic/Latino	143	22,896.5	97.71%	22.11%
American Indian/Alaska	0	0.0	0.00%	0.00%
Asian	0	0.0	0.00%	0.00%
Black/African American	1	179.0	0.76%	0.17%
Hawaiian or Other Pacific	0	0.0	0.00%	0.00%
White	2	358.0	1.53%	0.35%
Two or More Races	0	0.0	0.00%	0.00%
TOTAL	146	23,433.5	100.00%	22.63%

DAYS MEMBERSHIP BY GENDER	Stu Count	Days Memb	%Days Memb
Male	302	50,393.5	48.67%
Female	312	53,153.5	51.33%
TOTAL	614	103,547.0	100.00%

**PEIMS DATA REVIEW - FALL PEIMS COLLECTION
CAMERON ELEMENTARY**

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

STUDENT DATA					
Total Enrollment	508	528	531	602	71
Total Membership	508	528	531	602	71
Early Education	0	0	0	0	0
Pre-Kindergarten	43	44	41	42	1
Kindergarten	91	84	86	85	-1
Grade 1	83	82	88	84	-4
Grade 2	90	87	81	87	6
Grade 3	70	93	81	79	-2
Grade 4	60	74	86	79	-7
Grade 5	71	64	68	85	17
Grade 6				61	61
Ethnic Distribution					
White	10	7	10	11	1
Hispanic / Latino	497	520	520	589	69
Black or African American	1	1	1	1	0
Asian	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian/Pacific Island	0	0	0	0	0
Two Or More	0	0	0	1	1
Special Populations					
At Risk	335	348	348	415	67
Economic Disadvantaged	337	332	344	347	3
Lep	281	315	309	359	50
Special Education	20	21	31	48	17
Career & Technology Ed	0	0	0	0	0
Bilingual Education	477	472	428	555	127

ESL Education	0	0	0	0	0
Alternative Language				24	
Gifted & Talented Education	55	67	68	68	0
Title I	508	528	531	602	71
Immigrant	10	3	7	15	8
Migrant	3	0	0	0	0
Military Connected	0	0	0	1	1
Foster Care	0	0	1	1	0
Homeless	1	6	5	7	2
Dyslexia	1	1	3	4	1

Demographics Strengths

For the 2020-2021 school year, STAAR assessments were administered but no accountability was reported. Below are the 5 year trend data.

Cameron Historical Data 2017-2021

Cameron Elementary		2017		2018		2019		2020		2021	
		% Meets	% Masters	% Meets	% Masters	% Meets	% Masters	% Meets	%Masters	% Meets	% Masters
3 rd Reading	Total	26	19	33	15	44	20	No Data Due to COVID		28	16
3 rd Math	Total	43	23	41	12	41	14			26	11
4 th Reading	Total	39	19	32	21	31	18			37	14
4 th Math	Total	39	19	37	15	37	13			42	17
4 th Writing	Total	45	11	27	3	38	10			25	3
5 th Reading	Total**	40	19	52	18	47	27			37	17
5 th Math	Total**	39	16	55	24	74	41			33	7
5 th Science	Total	34	7	35	9	45	17			22	5
6 th Reading	Total	No 6 th grade data								23	11
6 th Math	Total									26	14

Strengths:

We saw an increase in Meets/Masters for 4th grade Math.

Learning loss due to Covid did not create as large a gap as was anticipated.

For the 2019-2020 school year, we did not have STAAR tests due to COVID-19, I have included the information from the 2018-2019 school year.

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 Learning

Student Learning Summary

Below are the five year trend data for STAAR and TELPAS.

Cameron Historical Data

2017-2021

Cameron Elementary		2017		2018		2019		2020		2021	
		% Meets	% Masters	% Meets	% Masters	% Meets	% Masters	% Meets	%Masters	% Meets	% Masters
3 rd Reading	Total	26	19	33	15	44	20	No Data Due to COVID		28	16
3 rd Math	Total	43	23	41	12	41	14			26	11
4 th Reading	Total	39	19	32	21	31	18			37	14
4 th Math	Total	39	19	37	15	37	13			42	17
4 th Writing	Total	45	11	27	3	38	10			25	3
5 th Reading	Total**	40	19	52	18	47	27			37	17
5 th Math	Total**	39	16	55	24	74	41			33	7
5 th Science	Total	34	7	35	9	45	17			22	5
6 th Reading	Total	No 6 th grade data								23	11
6 th Math	Total									26	14

TELPAS 2019-2020							Yearly Progress	
Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Lower/Same Level	1 Level High	
CAMERON ELEM SCHOOL	CAMERON ELEM SCHOOL	295	12	934	27.21%03/01/20	50.60%	46.5%	
Economic Disadvantage	CAMERON ELEM SCHOOL	192	12	907	26.96%03/01/20	50.62%	46.2%	

TELPAS 2019-2020							Yearly Progress Indicator	
	Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Lower/Same Level	1 Level Higher
Hispanic	CAMERON ELEM SCHOOL	295	12	934	27.21%	03/01/20	50.60%	46.5%
First Year of Monitoring	CAMERON ELEM SCHOOL	10	32	1738	25%	03/01/20	0%	100%
LEP	CAMERON ELEM SCHOOL	285	11	906	27.28%	03/01/20	52.72%	44.3%
Special Ed Indicator	CAMERON ELEM SCHOOL	28	7	833	17.39%	03/01/20	50%	45.8%

Reading/ELA

TELPAS 2018-2019	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			TELPAS Composite Rating			
						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 2017-2018	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			TELPAS Composite Rating			
						1 Level Higher	2 Levels Higher	3 Levels Higher	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%

TELPAS 2018-2019	Reading/ELA					Yearly Progress Indicator			TELPAS Composite Rating			
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
	LEP	283	14	1087	34.22%	03/01/18	%	%	%	13.43%	34.63%	37.81%
Special Ed Indicator	12	10	1106	25.25%	03/01/18	%	%	%	8.33%	75%	16.67%	0%

TELPAS 2016-2017	Reading/ELA					Yearly Progress Indicator			TELPAS Composite Rating			
	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	259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%
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 Learning Strengths

Strengths:

We saw an increase in Meets/Masters for 4th grade Math.

Learning loss due to Covid did not create as large a gap as was anticipated.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall pass rate of 31%(Meets) and 15%(Masters) in the area of reading, with economically disadvantaged students having a pass rate of

31%(Meets) and 14%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 14%(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 (Prioritized):

Overall pass rate of 32%(Meets) and 12%(Masters) in the area of Math, with economically disadvantaged students having a pass rate of 34%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 11%(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 (Prioritized): Overall pass rate of 22%(Meets) and 5%(Masters) in the area of Science, with economically disadvantaged students having a pass rate of 21%(Meets) and 2% (Masters), English Language Learners with a pass rate of 48%(Meets) and 15%(Masters) and Hispanic students with a pass rate of 17%(Meets) and 0% (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 (Prioritized): Overall pass rate of 25%(Meets) and 3%(Masters) in the area of Writing, with economically disadvantaged students having a pass rate of 27%(Meets) and 2%(Masters) and Hispanic students with a pass rate of 23%(Meets) and 3%(Masters)%. **Root Cause:** The campus does not have a focused writing program in all grade levels PreK - 6.

School Processes & Programs

School Processes & Programs 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 TalentEd, lists provided by Human Resources from job fairs and other recruitment events.

Cameron Elementary uses the Ector County Independent School District curriculum to provide instruction in all core content areas. Students participate in Short-Cycle 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. Students participate in MAP assessments three times per school year to measure growth. Teachers use this data to adjust their instruction. 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.

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.

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

School Processes & Programs Strengths

Cameron uses the district teacher mentor program to retain our teachers and provide support that will grow them to become "GREAT" teachers.

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.

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.

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 40 Interactive Flat Panels that are used in the designated classrooms.

Perceptions

Perceptions 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. For the 2021-2022 school year, we have instructional facilitators the following positions:

Kinder: 1 ESL

1st: 2 ESL

2nd: 2 bilingual

3rd: 2 bilingual

6th: 1 bilingual

We will also collapse one 4th grade classroom.

All other teaching positions are filled with certified teachers or alternatively certified teachers.

Cameron provides many opportunities for parent involvement: Meet the Teacher, Open House, Reading Nights, Programs, etc. Cameron also utilizes the VIPS program in our school that impacts students learning.

Perceptions Strengths

Attendance was 96.9% as compared to the 94% district indicator goal.

Cameron will continue to work in partner pairs and teams to continue our work in Dual Language Instruction.

Cameron has continued our work with Ron Clark Academy and many have attended the Ron Clark Academy and are implementing the strategies learned from the Ron Clark Academy Conference.

Priority Problem Statements

Problem Statement 1: Overall pass rate of 31%(Meets) and 15%(Masters) in the area of reading, with economically disadvantaged students having a pass rate of 31%(Meets) and 14%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 14%(Masters) . Cameron will focus on maintaining this positive growth in the area of reading.

Root Cause 1: The teachers lack the skills to provide individualized/small group data-driven instruction in reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall pass rate of 32%(Meets) and 12%(Masters) in the area of Math, with economically disadvantaged students having a pass rate of 34%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 31%(Meets) and 11%(Masters). Cameron will focus on maintaining this positive growth in the area of Math.

Root Cause 2: The campus does not have focused math skills-based instruction, monitoring, and data driven spiral reviews.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall pass rate of 22%(Meets) and 5%(Masters) in the area of Science, with economically disadvantaged students having a pass rate of 21%(Meets) and 2% (Masters), English Language Learners with a pass rate of 48%(Meets) and 15%(Masters) and Hispanic students with a pass rate of 17%(Meets) and 0%(Masters). Cameron will focus on maintaining this positive growth in the area of science.

Root Cause 3:

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 3 Areas: Student Learning

Problem Statement 4: Overall pass rate of 25%(Meets) and 3%(Masters) in the area of Writing, with economically disadvantaged students having a pass rate of 27%(Meets) and 2%(Masters) and Hispanic students with a pass rate of 23%(Meets) and 3%(Masters)%.

Root Cause 4: The campus does not have a focused writing program in all grade levels PreK - 6.





Problem Statement 4 Areas: Student Learning

Goals

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: At least 97% 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 Sources: ADA and STAAR participation rates

Strategy 1 Details	Reviews			
Strategy 1: Incentives will be decided on and implemented for class with highest attendance in each grade level Strategy's Expected Result/Impact: Meet goal expectation for attendance. Staff Responsible for Monitoring: Administrators and Attendance Clerk	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: Decrease in the number of students non-renewed for attendance. Staff Responsible for Monitoring: Administrators and Magnet Clerk	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Cameron special education teachers will complete the case manager checklist every month.

Evaluation Data Sources: Monthly case manager checklists





ARD Meeting decisions

Progress monitoring of students

STAAR/STAAR Alt/ STAAR Online

Benchmarks





District approved intervention software

Strategy 1 Details	Reviews			
Strategy 1: Review the monthly Case Manager Checklists Strategy's Expected Result/Impact: Stay in compliance with Sped law and meet the student's services. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Cameron GT percentage will increase.

Evaluation Data Sources: Number of applications turned in by teachers
 Review student information for new to campus students
 Cogat and Naglieri Test Scores





Strategy 1 Details	Reviews			
Strategy 1: All teachers will be required to recommend at least 2 student to apply for GT services during open application period. Strategy's Expected Result/Impact: Increase in the number of identified GT students. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Monitor integrity of Naglieri/CogAT administration Strategy's Expected Result/Impact: Testing environment without irregularities. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: 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 Sources: Unit Assessments
 Teacher Created Assessments
 Imagine
 Benchmarks
 STAAR
 TELPAS





Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor District Managed Curriculum/TRS implementation through walkthroughs, lesson plan review and PLC format. Strategy's Expected Result/Impact: Common curriculum across campus and district. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: Strong implementation of district curriculum. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Sheltered Instruction strategies will be implemented and monitored in every classroom. Strategy's Expected Result/Impact: Support of second language acquisition. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: CHAMPS/PBIS strategies implemented in every classroom Strategy's Expected Result/Impact: Safe and supportive learning environment, with less referrals being written. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Form small group tutoring based on data and purchase approved resources to support our areas that scored below 85%. Strategy's Expected Result/Impact: Students to make one year's growth in all areas. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Cameron will purchase supplemental materials for RTI/small group purposes in the areas of Math/Reading/Science/Writing. Strategy's Expected Result/Impact: Have curriculum ready for small group instruction and tutors. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Cameron students will be prepared for college coursework through implementation of AVID in 4th-6th grade.





Evaluation Data Sources: AVID Assessments
Student work demonstrating use of AVID strategies

Strategy 1 Details	Reviews			
Strategy 1: Training will be provided for all new staff and refreshers over the 3 goals will be provided to all 4-6th grade teachers Strategy's Expected Result/Impact: AVID strategies being used in all classroom 4-6th grades. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: College Memorabilia Displays in hallways and outside classrooms Strategy's Expected Result/Impact: Expose students to various opportunities for their future. Staff Responsible for Monitoring: Expose students to various opportunities for their future.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Physical Education students will meet expected standards on state physical education assessment.





Evaluation Data Sources: Fitness Gram Data
Report Cards
Formative assessments used in P.E.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of district PE curriculum Strategy's Expected Result/Impact: Students will learn the fundamentals of sports. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Recess built into the master schedule Strategy's Expected Result/Impact: Students will come go to recess prior to lunch. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Physical fitness testing Strategy's Expected Result/Impact: We will have benchmark data for physical fitness for students. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 7: Cameron will ensure that migrant services are provided in accordance with all federal guidelines.





Evaluation Data Sources: Migrant performance data throughout the year and EOY assessments.

Strategy 1 Details	Reviews			
Strategy 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 Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: Cameron will improve inter-dependent partnerships with our parents and community.

Evaluation Data Sources: VIPS participation
 PTA participation
 Community member involvement

Strategy 1 Details	Reviews			
Strategy 1: Provide Parental involvement activities for parents to be involved. Strategy's Expected Result/Impact: Increase in the % of parents participating in school activities. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 9: Cameron will increase communication between school and home.

Evaluation Data Sources: Parent Sign-in Sheets

Parent link data

Parent notes and letters home

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Parents will know dates and information in a timely manner.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: Cameron students will be educated in learning environments that are safe, drug free, and conducive to learning.

Evaluation Data Sources: 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.

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

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 11: The campus will maintain campus teams that are trained in the procedures for TBSI.





Evaluation Data Sources: TBSI Team List
CPI trained staff

Strategy 1 Details	Reviews			
Strategy 1: Form TBSI team and seek assistance from central office to provide training Strategy's Expected Result/Impact: Team trained as set by district guidelines. Staff Responsible for Monitoring: Administrators and TBSI team.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 12: Cameron will provide a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in number of discipline referrals and dropouts. This will be accomplished through the implementation of the house system and house points which will be managed through the Ron Clark House App.





Evaluation Data Sources: Number of Discipline Referrals by sub groups
non-renewal information for magnet students

Strategy 1 Details	Reviews			
Strategy 1: Use of Cameron Houses with point system to recognize great effort and acts. Staff Responsible for Monitoring: Administrators, Teachers and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Beginning of Student Council in grades 4-6. Strategy's Expected Result/Impact: Develop student leaders in grades 4-6. Staff Responsible for Monitoring: Administrators and Counselor	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 13: Cameron will ensure that we have established student and staff support for suicide prevention, violence prevention, intervention and harassment.





Evaluation Data Sources: Discipline Referrals
Attendance
Bully Checklists

Strategy 1 Details	Reviews			
Strategy 1: Staff will participate in district training regarding harassment, suicide prevention and how to refer students to the counselor. Strategy's Expected Result/Impact: Staff will know how to respond to various situations. Staff Responsible for Monitoring: Administrators and Counselor	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 14: 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 Sources: Purchase Orders
Requisitions

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive a \$200 spending allotment for the beginning of the school year. Strategy's Expected Result/Impact: Teachers will have materials in hand to start the school year. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will request materials through a process outlined in the handbook . Strategy's Expected Result/Impact: Teachers can supplement the district supply list to meet their classroom needs. Staff Responsible for Monitoring: Administrators and Secretary	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 15: 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. Classroom amplification systems will allow for clear and engaging communication.





Evaluation Data Sources: Technology Survey
 Classroom Walkthroughs
 IStation Reports
 Sign-in sheet from campus provided technology PD.

Strategy 1 Details	Reviews			
Strategy 1: Evaluation of technology in classrooms will be completed and planning for purchases to replace Interactive Flat Panels and amplification devices will be in place. Strategy's Expected Result/Impact: Keep all classrooms up to date with working technology. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Technology training will be provided to new and continuing staff. Strategy's Expected Result/Impact: Technology will be used to enhance instruction in the classroom. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptual 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 Sources: Student Retention Numbers
Classroom Engagement

Strategy 1 Details	Reviews			
Strategy 1: Staff will utilize Ron Clark House Points app after staff development. Staff Responsible for Monitoring: Administrators Dual Language Specialist Counselor All teachers and aides	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Design and install mural artwork as modeled by Ron Clark Academy to create a highly engaging environment. Staff Responsible for Monitoring: Administrators Secretary	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.





Performance Objective 2: 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. A teacher from each grade level will attend the La Cosecha Dual-Language Conference.

Evaluation Data Sources: PLC Agenda

Attend Dual Language Conference

Sign-in sheets for PD





Vertical Teams

Strategy 1 Details	Reviews			
Strategy 1: Use of the PLC model foster a team effort to meet the needs of all students Strategy's Expected Result/Impact: Teacher growth from their peers. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Cameron students will be taught by highly qualified teachers and instructional paraprofessionals.

Evaluation Data Sources: BOY HQ Status
 MOY HQ Status
 EOY HQ Status

Strategy 1 Details	Reviews			
Strategy 1: Actively recruit and hire HQ staff for open positions still available at Cameron using TalentEd. Strategy's Expected Result/Impact: 100% HQ staffed. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Monitor TalentEd twice a week for qualified applicants. Strategy's Expected Result/Impact: Reduce the number of vacancies. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Utilize part-time aides funded by federal and state in high need grade levels to improve small group instruction and teacher effectiveness. Staff Responsible for Monitoring: Administrators Secretary Classroom teachers	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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

Evaluation Data Sources: Running Records

SBA

DBA





IStation

Unit Assessments

TELPAS

STAAR

Progress Monitoring Data

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for teachers to observe high quality balanced literacy implementation in classrooms at Cameron as well as other campuses. Strategy's Expected Result/Impact: Students will have one year's growth in Reading. Staff Responsible for Monitoring: Administrators and Instructional Specialists	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Model lessons for teachers implementing Guided Reading to ensure rigor in centers and correct implementation of program Strategy's Expected Result/Impact: Improved lesson delivery and quality work stations.s Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Create student data folders for tracking Imagine Reading/Literacy progress Strategy's Expected Result/Impact: Students will own their data and set goals. Staff Responsible for Monitoring: Administrators and Instructional Specialist	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Science.

Evaluation Data Sources: STAAR

Unit Assessments

Benchmarks

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Math.

Evaluation Data Sources: STAAR

Unit Assessments

Benchmarks

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Reading.

Evaluation Data Sources: STAAR

Unit Assessments

Benchmarks

IStation

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: All student groups will have 45% Meets and 20% Masters pass rate on the STAAR Writing.

Evaluation Data Sources: STAAR





Unit Assessments

Benchmarks

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 54% of students in grade 1st-6th with end of year RIT score met or exceeded individual growth projections based upon MAP.





Evaluation Data Sources: BOY, MOY, EOY MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Successful administration of MAP assessment with fidelity as designed by the district. Strategy's Expected Result/Impact: Best testing environment for students to show progress. Staff Responsible for Monitoring: Testing Coordinator Assistant Coordinator Test Administrators	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Increase parent engagement in student's academic and behavioral performance.

Evaluation Data Sources: Parent involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be issued a student planner that will be used as parent-teacher communication of academic activities, homework, and academic performance.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement and parent-teacher communication</p> <p>Staff Responsible for Monitoring: administrators classroom teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums