

Ector County Independent School District

Cameron Dual Language Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Cameron Elementary will ensure high levels of learning in English and Spanish in order to cultivate bilingual and biliterate students who contribute to a multicultural, diverse, global society.

La escuela Primaria Cameron asegurará altos niveles de aprendizaje en inglés y español para cultivar estudiantes bilingües que contribuyan a una sociedad multicultural, diversa y global.

Vision

Cameron Elementary will become the premier two-way dual language campus in Texas.

La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas.

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Cameron Elementary will ensure high levels of learning in English and Spanish in order to cultivate bilingual and biliterate students who contribute to a multicultural, diverse, global society. 2

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 Cameron Elementary will become the premier two-way dual language campus in Texas. 2

 La escuela Cameron se convertirá en la principal escuela de dos idiomas de dos vías en Texas. 2

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the % of students performing at the MEETS level on 3rd-6th Math STAAR will increase from 46% to 51%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement the ECISD PLC Framework in grades 3-6 through weekly PLCs focused on unpacking priority Math TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making, resulting in more timely identification and response to student learning needs. Teachers will use evidence of student learning to adjust instruction, provide targeted reteaching and enrichment, and increase student mastery of grade-level Math TEKS, contributing to an increase in students achieving MEETS or higher on Math STAAR from 46% to 51%. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen TEKS-aligned Tier 1 Mathematics instruction in grades 3-6 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. Strategy's Expected Result/Impact: Students will receive more consistent, rigorous, and differentiated grade-level Mathematics instruction aligned to the depth and complexity of the TEKS. Targeted whole-group and small-group instruction will address individual learning gaps while providing appropriate academic challenge, resulting in increased student growth, stronger mastery of grade-level Math standards, and an increase in the percentage of students performing at MEETS or higher on Math STAAR. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Implement AVID/WICOR and purposeful blended-learning strategies in grades 3-6 Mathematics to increase rigor, student discourse, problem solving, critical thinking, collaboration, differentiation, and student ownership of learning. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading strategies along with teacher-led, collaborative, small-group, independent, and technology-supported learning experiences. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, mathematical discourse, critical thinking, problem-solving, and ownership of their learning through consistent participation in rigorous, student-centered learning experiences. AVID/WICOR and blended-learning practices will provide multiple pathways for students to process, communicate, practice, and demonstrate mathematical understanding, resulting in increased mastery of grade-level Math TEKS and improved performance on classroom, district, and state assessments. Staff Responsible for Monitoring: AVID Site Team ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: A Title I instructional aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instructional support, reinforce grade-level mathematics skills, and assist with the implementation of appropriate accommodations and instructional interventions for students receiving Special Education services. Strategy's Expected Result/Impact: Additional instructional support will increase opportunities for students receiving Special Education services to receive targeted, differentiated mathematics instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level mathematics curriculum, improve mastery of Math TEKS, and contribute to increased performance on district assessments and grades 3-6 Math STAAR, supporting the campus goal of increasing the percentage of students performing at MEETS Grade Level or Above from 46% to 51% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. Root Cause: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 49% to 54%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement the ECISD PLC Framework in grades 3-6 through weekly Reading PLCs focused on unpacking priority TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making in Reading. Teachers will use evidence of student learning to make timely instructional adjustments, provide targeted reteaching and enrichment, and monitor student progress, resulting in increased mastery of grade-level Reading TEKS and contributing to an increase in students achieving MEETS or higher on Reading STAAR from 49% to 54%. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen TEKS-aligned Tier 1 Reading instruction in grades 3-6 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data and student work to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. Strategy's Expected Result/Impact: Students will receive consistent access to rigorous, grade-level Reading instruction aligned to the depth and complexity of the TEKS. Differentiated instruction will address identified skill gaps while providing opportunities for students to engage with increasingly complex texts, demonstrate comprehension, and apply grade-level reading skills, resulting in increased student growth and improved performance on classroom, district, and state Reading assessments. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Implement AVID/WICOR strategies in grades 3-6 Reading and across content areas to strengthen reading comprehension, writing, inquiry, academic discourse, collaboration, critical thinking, and student engagement. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading strategies that require students to read, analyze, discuss, write about, and demonstrate understanding of increasingly rigorous texts. Strategy's Expected Result/Impact: Students will have increased opportunities to engage deeply with grade-level texts, support responses with textual evidence, communicate their thinking through speaking and writing, and apply critical-thinking and comprehension skills across content areas. Consistent use of AVID/WICOR strategies will strengthen students' ability to independently comprehend and respond to rigorous texts, resulting in increased mastery of Reading TEKS and improved performance on Reading STAAR. Staff Responsible for Monitoring: AVID Site Team Problem Statements: Demographics 1 - Student Achievement 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: A Title I instructional aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instructional support, reinforce grade-level reading skills, and assist with the implementation of appropriate accommodations and instructional interventions for students receiving Special Education services. Strategy's Expected Result/Impact: Additional instructional support will increase opportunities for students receiving Special Education services to receive targeted, differentiated reading instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level curriculum, improve mastery of Reading TEKS, and contribute to increased performance on district assessments and grades 3-6 Reading STAAR, supporting the campus goal of increasing students performing at MEETS Grade Level or Above from 49% to 54% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher Problem Statements: Demographics 1 Funding Sources: Title I Full Time Aide Pay - Title One School-wide - \$33,000		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Grades 3-6 teachers will intentionally integrate academic language development into Reading and content-area instruction by providing structured opportunities for students to listen, speak, read, and write in the language of instruction. Teachers will incorporate academic vocabulary, structured student discourse, collaborative conversations, written responses, questioning, and appropriate linguistic supports to strengthen students' comprehension and communication of increasingly rigorous grade-level content. Strategy's Expected Result/Impact: Students will increase their ability to comprehend rigorous texts, use academic vocabulary, discuss and analyze text, support responses with evidence, and communicate understanding orally and in writing. Strengthened academic language proficiency will increase students' access to grade-level Reading TEKS and contribute to improved performance on district assessments and grades 3-6 Reading STAAR. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. Root Cause: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 37% to 42%.

Strategy 1 Details	Reviews			
Strategy 1: Implement the ECISD PLC Framework through weekly PLCs focused on unpacking priority Science TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, planning targeted reteaching and enrichment, and monitoring student progress toward mastery. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making in Science. Teachers will use evidence of student learning to identify gaps and misconceptions, adjust instruction, provide targeted reteaching and enrichment, and monitor progress toward mastery. These practices will increase student mastery of grade-level Science TEKS and contribute to an increase in fifth-grade students achieving MEETS Grade Level or Above on Science STAAR from 37% to 42%. Staff Responsible for Monitoring: Administrators Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen TEKS-aligned Tier 1 Science instruction through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will provide rigorous learning experiences that incorporate scientific investigation, inquiry, academic vocabulary, critical thinking, problem-solving, and opportunities for students to apply and demonstrate understanding of grade-level Science TEKS. Strategy's Expected Result/Impact: Students will receive consistent access to rigorous, grade-level Science instruction aligned to the depth and complexity of the TEKS. Increased opportunities to investigate scientific concepts, apply content knowledge, use academic vocabulary, analyze information, and demonstrate understanding will strengthen conceptual knowledge and application of Science standards, resulting in improved performance on classroom, district, and fifth-grade Science STAAR assessments. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement AVID/WICOR and purposeful blended-learning strategies in Science to increase student engagement, inquiry, academic discourse, collaboration, critical thinking, and ownership of learning. Teachers will intentionally incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies along with teacher-led, collaborative, small-group, independent, hands-on, and technology-supported learning experiences. Strategy's Expected Result/Impact: Students will have increased opportunities to read, write, discuss, investigate, collaborate, and think critically about scientific concepts. AVID/WICOR and blended-learning practices will provide multiple pathways for students to develop, apply, and demonstrate understanding of Science content while allowing teachers to differentiate instruction based on student needs. Consistent implementation will strengthen mastery of Science TEKS and contribute to increased performance on district assessments and fifth-grade Science STAAR. Staff Responsible for Monitoring: AVID Site Team	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. Root Cause: Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of 3rd-6th grade students receiving Special Education services who meet or exceed their STAAR scores will increase from 0% to 10%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: 3rd-6th STAAR Reading Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron Elementary will employ a Title I-funded full-time Special Education instructional aide to provide additional instructional support for students receiving Special Education services. The aide will work under the direction of the Special Education Resource Teacher and collaborate with classroom teachers to provide targeted small-group and individualized instruction, reinforce grade-level skills, and support the implementation of appropriate accommodations, modifications, and instructional interventions in inclusion and resource settings. Strategy's Expected Result/Impact: The addition of a full-time Special Education instructional aide will increase opportunities for students receiving Special Education services to receive targeted, differentiated instruction and timely intervention based on individual academic needs. Increased support in inclusion and resource settings will strengthen students' access to grade-level curriculum, reinforce skills identified through their IEPs and assessment data, and provide more frequent opportunities for small-group and individualized instruction. These supports will contribute to increased academic growth and progress toward the campus goal of increasing the percentage of students receiving Special Education services who meet or exceed the identified STAAR performance target from 0% to 10% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: General Education and Special Education teachers will collaboratively use STAAR, district assessment, classroom assessment, student work, progress-monitoring, and IEP data to identify individual academic strengths and learning gaps of students receiving Special Education services. Teachers will use the data to plan and provide rigorous, differentiated Tier 1 instruction, targeted small-group intervention, appropriate accommodations and modifications, and timely reteaching while monitoring student progress toward grade-level standards and individual academic goals. Strategy's Expected Result/Impact: Consistent analysis of student performance and progress-monitoring data will enable teachers to identify learning gaps earlier and provide more precise instructional responses based on individual student needs. Increased collaboration between General Education and Special Education staff will strengthen alignment between grade-level instruction, intervention, accommodations, modifications, and IEP goals. Students receiving Special Education services will have increased access to rigorous grade-level content and targeted academic support, resulting in increased mastery of grade-level TEKS, improved performance on district and state assessments, and progress toward increasing the percentage meeting or exceeding the identified STAAR performance target from 0% to 10% by May 2027. Staff Responsible for Monitoring: Administrators and Special Education Resource Teacher Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The percentage of students K-3 achieving or exceeding their I-Ready reading goal will increase from 39% to 45%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will use i-Ready Reading diagnostic and progress-monitoring data, along with classroom assessments, student work, and teacher observations, to identify individual student strengths and learning gaps and provide targeted, differentiated reading instruction. Teachers will monitor student participation, lesson completion, lesson success, and progress toward personalized i-Ready growth goals. i-Ready instructional resources will be used to supplement, not replace, teacher-led Tier 1 and intervention instruction. Strategy's Expected Result/Impact: Consistent use of i-Ready data will allow teachers to identify reading skill gaps earlier, provide targeted instruction based on individual student needs, and monitor whether students are responding to intervention. Increased opportunities for differentiated, teacher-led instruction and purposeful i-Ready practice will accelerate reading growth and contribute to an increase in K-3 students achieving or exceeding their i-Ready Reading growth goal from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement the ECISD PLC Framework in grades K-3 through weekly PLCs focused on unpacking priority Reading TEKS, collaboratively planning rigorous Tier 1 literacy instruction, analyzing i-Ready and classroom assessment data and student work, identifying learning gaps, and planning targeted reteaching, intervention, and enrichment based on student needs. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and ensure that instructional decisions are based on current evidence of student learning. Teachers will identify students who are not demonstrating expected reading growth, determine specific skill needs, plan timely instructional responses, and monitor progress. This continuous cycle of planning, instruction, assessment, intervention, and progress monitoring will increase reading growth and the percentage of K-3 students meeting or exceeding their i-Ready Reading goals. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Strengthen TEKS-aligned Tier 1 Reading instruction in grades K-3 through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use i-Ready data, classroom assessments, student work, and observations to differentiate whole-group and small-group instruction and provide targeted support based on individual student literacy needs. Strategy's Expected Result/Impact: Students will receive consistent, rigorous, and differentiated literacy instruction aligned to grade-level Reading TEKS and individual learning needs. Purposeful small-group instruction and timely reteaching will address foundational reading and comprehension gaps before they become more significant, resulting in increased reading proficiency, accelerated individual growth, and a greater percentage of K-3 students achieving or exceeding their i-Ready Reading goals. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: PreK-3 teachers will implement blended-learning instructional practices to provide differentiated, student-centered learning experiences that address individual literacy needs and strengthen reading achievement. Teachers will use i-Ready and other student performance data to intentionally plan teacher-led small-group instruction, collaborative learning, independent practice, and purposeful technology-based learning experiences. Strategy's Expected Result/Impact: Consistent implementation of blended learning will increase opportunities for targeted reading instruction, intervention, enrichment, and personalized practice based on individual student needs. Through intentional use of student performance data, teachers will provide differentiated learning experiences that strengthen foundational literacy and reading comprehension skills, increase student engagement and ownership of learning, and contribute to an increase in the percentage of K-3 students achieving or exceeding their i-Ready Reading goal from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators and Campus Digital & Blended Learning Specialist Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Cameron Elementary will employ two full-time instructional aides to strengthen Kindergarten literacy instruction, with one aide assigned to support each Kindergarten partner-teacher pair. Instructional aides will work collaboratively with classroom teachers to provide additional support during whole-group, small-group, and individualized instruction, with an emphasis on foundational reading skills and differentiated learning opportunities. Strategy's Expected Result/Impact: The addition of full-time instructional aides will increase opportunities for targeted, differentiated reading instruction and timely intervention based on individual student needs. Increased instructional support will allow teachers to provide more frequent small-group and individualized learning experiences, strengthen students' foundational literacy skills, and address identified reading gaps. This additional support will contribute to increased Kindergarten reading growth and support the campus goal of increasing the percentage of K-3 students achieving or exceeding their i-Ready Reading goal from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Full time pay for Title I aides - Title One School-wide - \$66,000		Formative			Summative
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the MEETS level on their Reading STAAR assessment will increase from 39% to 45%.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details		Reviews			
Strategy 1: Third-grade teachers will implement the ECISD PLC Framework through weekly PLCs focused on unpacking priority Reading TEKS, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying misconceptions and learning gaps, and planning targeted reteaching, intervention, and enrichment based on student needs. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen collaborative planning and data-driven instructional decision-making. Teachers will use evidence of student learning to identify specific reading skill gaps, adjust instruction, provide timely reteaching and intervention, and monitor progress toward mastery. This continuous instructional cycle will strengthen mastery of grade-level Reading TEKS and contribute to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Third-grade teachers will strengthen TEKS-aligned Tier 1 Reading instruction through consistent implementation of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use assessment data and student work to differentiate whole-group and small-group instruction and provide targeted support and academic challenge based on individual student needs. Strategy's Expected Result/Impact: Students will receive consistent access to rigorous, grade-level Reading instruction aligned to the depth and complexity of the TEKS. Differentiated whole-group and small-group instruction will provide opportunities to address identified reading gaps while increasing students' ability to comprehend increasingly complex texts, use textual evidence, and demonstrate understanding of grade-level standards. Consistent implementation will increase mastery of Reading TEKS and contribute to improved performance on district assessments and third-grade Reading STAAR. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Third-grade teachers will implement blended-learning instructional practices to provide differentiated, student-centered reading experiences that address individual academic needs and strengthen reading achievement. Teachers will use student performance data to intentionally plan and facilitate teacher-led small-group instruction, collaborative learning, independent practice, and purposeful technology-based learning experiences. Strategy's Expected Result/Impact: Consistent implementation of blended learning will increase opportunities for targeted reading instruction, intervention, enrichment, and personalized practice based on individual student needs. Teachers will use student performance data to adjust instructional groups and learning experiences, allowing students to receive timely support or academic challenge. Increased differentiation, student engagement, and targeted instruction will strengthen mastery of grade-level Reading TEKS and contribute to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Third-grade teachers will intentionally implement AVID/WICOR strategies within daily Reading instruction to increase rigor, student engagement, academic discourse, critical thinking, collaboration, and student ownership of learning. Teachers will incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies that provide students with opportunities to read and analyze grade-level texts, respond through speaking and writing, support thinking with textual evidence, ask and answer higher-level questions, and collaborate with peers. Strategy's Expected Result/Impact: Consistent implementation of AVID/WICOR strategies will increase opportunities for students to actively engage with rigorous grade-level texts, communicate their thinking, use textual evidence, and develop deeper comprehension and critical-thinking skills. Students will strengthen their ability to independently read, analyze, discuss, and respond to increasingly complex texts, resulting in increased mastery of grade-level Reading TEKS and contributing to an increase in third-grade students performing at MEETS Grade Level or Above on Reading STAAR from 39% to 45% by May 2027.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause:** Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2027, the percentage of Emergent Bilingual students meeting or exceeding on their Reading STAAR assessment will increase from 22% to 35%.

Strategy 1 Details	Reviews			
Strategy 1: PreK-6 teachers will strengthen academic language development by intentionally integrating opportunities for Emergent Bilingual students to listen, speak, read, and write throughout daily content instruction in accordance with Cameron's Two-Way Dual Language language-allocation model. Teachers will incorporate content and language objectives, academic vocabulary, structured student discourse, collaborative conversations, writing, questioning, and linguistic supports appropriate to students' levels of language proficiency. Strategy's Expected Result/Impact: Emergent Bilingual students will have increased opportunities to acquire, practice, and apply academic language in meaningful instructional contexts. Consistent opportunities to listen, speak, read, and write will strengthen students' academic vocabulary, comprehension, oral language, written expression, and ability to communicate their understanding of grade-level content. Strengthened academic language proficiency will increase students' access to rigorous grade-level instruction and contribute to an increase in the percentage of Emergent Bilingual students meeting or exceeding their targeted reading growth. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: PreK-6 teachers will utilize the ECISD PLC Framework to regularly analyze the academic and language-development progress of Emergent Bilingual students. During PLCs, teachers will review reading and language-proficiency data, classroom assessments, and student work to identify learning gaps, evaluate student progress, and collaboratively plan rigorous Tier 1 instruction, linguistic supports, targeted reteaching, intervention, and enrichment based on identified student needs. Strategy's Expected Result/Impact: Consistent analysis of Emergent Bilingual student performance within the PLC process will strengthen collaborative, data-driven decision-making and increase teachers' ability to respond to both academic and linguistic needs. Teachers will identify students needing additional support earlier, adjust instruction based on evidence of learning, and monitor the effectiveness of instructional responses. This continuous cycle of data analysis, collaborative planning, differentiated instruction, and progress monitoring will contribute to increased reading and language growth among Emergent Bilingual students and increase the percentage meeting or exceeding their targeted reading growth. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Demographics**

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause:** The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause:** Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 73% to 78%.

Evaluation Data Sources: Panorama end of year survey

Strategy 1 Details	Reviews			
Strategy 1: Kinder-6th grade teachers will implement iLead social-emotional learning lessons at least once each week to provide students with consistent opportunities to develop self-awareness, relationship skills, responsible decision-making, and a sense of belonging within the school community. Strategy's Expected Result/Impact: Teachers will facilitate meaningful discussions and activities that help students build positive relationships with peers and adults and strengthen their connection to the campus. Consistent participation in weekly iLead lessons will strengthen students' social-emotional skills, promote positive student-to-student and student-to-staff relationships, and increase students' sense of belonging, support, and connection to the school community. As a result, the percentage of students reporting positive School Connectedness on the Panorama survey will increase. Staff Responsible for Monitoring: Administrators and Counselor Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Cameron Elementary will utilize the campus House System and schoolwide relationship-building activities to strengthen student belonging, promote positive relationships across grade levels, recognize student contributions and accomplishments, and provide opportunities for students and staff to participate in a shared school community. House competitions, celebrations, recognition activities, and other campus traditions will be intentionally used to promote connection, teamwork, leadership, and school pride. Strategy's Expected Result/Impact: Students will have increased opportunities to build meaningful relationships with peers and adults beyond their individual classrooms and grade levels. Participation in House activities, celebrations, recognition, and schoolwide traditions will strengthen students' sense of belonging, increase positive perceptions of the school environment, and foster a stronger connection to the Cameron community. These efforts will contribute to an increase in students reporting a positive sense of School Connectedness on the Panorama Survey from 73% to 78%. Staff Responsible for Monitoring: Administrators and House Committee Members Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, teach, model, practice, and reinforce clear behavioral expectations across classrooms and common areas. Staff will use positive reinforcement, proactive behavior supports, consistent routines and procedures, and intentional relationship-building practices to create safe, structured, and supportive learning environments where students feel valued, respected, and connected. Strategy's Expected Result/Impact: Consistent implementation of CHAMPS will increase predictability, positive student-adult interactions, and consistency of behavioral expectations across the campus. Students will experience learning environments that are safe, supportive, and conducive to positive relationships with peers and adults. Strengthened classroom climate and positive behavior supports will increase students' sense of belonging and connection to the school community and contribute to an increase in positive responses on the Panorama School Connectedness Survey from 73% to 78% by May 2027. Staff Responsible for Monitoring: Administrators		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 96% to 98%.

Evaluation Data Sources: Attendance reports

Strategy 1 Details		Reviews			
Strategy 1: Campus administration, the attendance clerk, counselor, and appropriate staff will regularly review the district-provided attendance report to monitor student attendance and identify students demonstrating patterns of absences, tardies, and early dismissals. Identified students will receive timely, appropriate interventions and follow-up based on individual attendance needs. Strategy's Expected Result/Impact: Consistent review and use of the district-provided attendance report will allow campus staff to identify attendance concerns early and respond before patterns become chronic. Timely interventions, student and parent follow-up, and continued monitoring of identified students will support improved attendance habits, reduce missed instructional time, and contribute to an increase in student daily attendance from 96% to 98% by May 2027. Staff Responsible for Monitoring: Administrators and Attendance Clerk Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Campus staff will provide timely, ongoing communication with parents and guardians regarding student attendance and will work collaboratively with families to identify and address barriers contributing to absences, tardies, and early dismissals. The counselor and appropriate campus staff will provide individualized follow-up, connect families with available resources and supports, and develop attendance improvement plans when needed. Strategy's Expected Result/Impact: Increased communication and collaboration with families will improve parent awareness of attendance expectations and the academic impact of missed instructional time. Identifying and addressing individual barriers will provide families with appropriate support and increase students' access to daily instruction, resulting in improved attendance and progress toward the campus goal of 98% daily attendance. Staff Responsible for Monitoring: Attendance Clerk and Administrators Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Cameron Elementary will implement positive attendance recognition and incentive opportunities throughout the school year to encourage and reinforce consistent student attendance. Attendance will be celebrated through individual, classroom, grade-level, and/or campus-wide recognition opportunities, including attendance incentives each nine-week grading period. Strategy's Expected Result/Impact: Positive recognition and incentives will increase student and family awareness of the importance of consistent attendance and encourage students to develop positive attendance habits. Celebrating attendance progress and improvement will promote student motivation, strengthen a campus culture that values daily participation in learning, and contribute to an increase in student daily attendance from 96% to 98% by May 2027. Staff Responsible for Monitoring: Administrators and Attendance Clerks Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Evaluation Data Sources: Focus reports

Strategy 1 Details		Reviews			
Strategy 1: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, explicitly teach, model, practice, and reinforce clear behavioral expectations in classrooms and common areas. Staff will utilize consistent routines and procedures, positive reinforcement, proactive behavior supports, and reteaching of expectations to promote appropriate student behavior. Strategy's Expected Result/Impact: Consistent implementation of CHAMPS will provide students with clear, predictable behavioral expectations and increase consistency in how student behavior is supported across the campus. Proactive teaching, reinforcement, and reteaching of expectations will reduce behavioral incidents, increase positive student behaviors, and decrease behaviors that may result in exclusionary disciplinary consequences, contributing to a reduction in students receiving exclusionary discipline from 2 students to 1 student by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The campus counselor will provide monthly guidance lessons to PreK-6 students focused on age-appropriate social-emotional and behavioral skills, including responsible decision-making, self-management, conflict resolution, positive relationships, communication, and strategies for appropriately responding to challenging situations. Strategy's Expected Result/Impact: Monthly guidance lessons will provide students with explicit instruction and opportunities to develop and practice the social-emotional and behavioral skills necessary to make positive choices, manage emotions, resolve conflicts, and interact appropriately with peers and adults. Strengthening these skills will support the prevention of behavioral incidents and reduce behaviors that may lead to exclusionary disciplinary consequences. Staff Responsible for Monitoring: Administration and counselor Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Campus administration, the counselor, teachers, and appropriate support staff will identify students demonstrating recurring behavioral concerns and provide targeted interventions and supports based on individual student needs. Staff will monitor student progress, communicate with families, reteach behavioral expectations, and adjust interventions as needed to address behaviors before they escalate to exclusionary disciplinary consequences. Strategy's Expected Result/Impact: Early identification and targeted behavioral intervention will provide students with additional support before behavioral concerns become more significant. Ongoing progress monitoring, family collaboration, reteaching, and individualized supports will strengthen positive student behavior, reduce repeated disciplinary incidents, and decrease the need for exclusionary discipline, supporting the campus goal of reducing the number of students receiving exclusionary discipline from 2 to 1 by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, 100% of new Cameron staff will complete AVID training, and 100% of PreK-6th grade teachers will participate in AVID/WICOR strategy refresher training to strengthen the consistent implementation of AVID instructional practices across the campus.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: AVID sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Cameron Elementary will provide AVID professional learning for all new staff and ongoing AVID/WICOR strategy refreshers for PreK-6th grade teachers. Professional learning will focus on the intentional implementation of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies across content areas to increase instructional rigor, student engagement, critical thinking, academic discourse, collaboration, organization, and student ownership of learning. Strategy's Expected Result/Impact: Teachers will increase their knowledge, confidence, and ability to intentionally incorporate AVID/WICOR strategies into daily instruction across content areas. Consistent implementation will provide students with increased opportunities to write, inquire, collaborate, organize their learning, read critically, and engage in rigorous academic discourse. As a result, students will develop stronger academic behaviors, critical-thinking skills, independence, and ownership of learning that support academic achievement and future college and career readiness. Staff Responsible for Monitoring: AVID Site Team Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Cameron Elementary will develop a college- and career-ready culture beginning in elementary school through AVID, College Awareness Days, age-appropriate career exploration, student goal setting, leadership opportunities, organizational skills, academic habits, and exposure to college and postsecondary pathways. Teachers will intentionally connect AVID practices to opportunities for students to explore future possibilities and understand the connection between current academic success and future goals. Strategy's Expected Result/Impact: Students will develop increased awareness of college, career, and postsecondary opportunities while building the academic habits, organizational skills, leadership skills, goal-setting practices, and student agency necessary for future success. Consistent exposure to college and career pathways will help students connect their current learning to future aspirations, increase motivation and ownership of learning, and establish a strong foundation for long-term college and career readiness. Staff Responsible for Monitoring: AVID Site Team Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
Student Achievement
Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. Root Cause: Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, student daily attendance will increase from 95.7% to 97%

Evaluation Data Sources: attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Campus administration, the attendance clerk, counselor, and appropriate staff will regularly review the district-provided attendance report to monitor student attendance and identify students demonstrating patterns of absences, tardies, and early dismissals. Identified students will receive timely, appropriate interventions and follow-up based on individual attendance needs. Strategy's Expected Result/Impact: Consistent review and use of district attendance data will allow campus staff to identify attendance concerns early and respond before patterns become chronic. Timely intervention, student and parent follow-up, and continued monitoring will reduce missed instructional time, improve individual attendance patterns, and contribute to an increase in student daily attendance from 95.7% to 97%. Staff Responsible for Monitoring: Attendance clerk and Administrators Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will provide timely and ongoing communication with parents and guardians regarding student attendance and work collaboratively with families to identify and address barriers contributing to absences, tardies, and early dismissals. The counselor and appropriate campus staff will provide individualized follow-up, connect families with available resources and supports, and develop attendance improvement plans when appropriate. Strategy's Expected Result/Impact: Increased communication and collaboration with families will strengthen parent awareness of attendance expectations and the impact of missed instructional time on student achievement. Identifying and addressing individual barriers will provide families with appropriate support, improve student attendance patterns, and increase students' access to daily instruction, contributing to progress toward the campus attendance goal of 97%. Staff Responsible for Monitoring: Administrators and Attendance Clerk Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Positive recognition and incentives will reinforce the importance of daily attendance and encourage students and families to develop consistent attendance habits. Recognizing both strong attendance and improvement will increase student motivation, promote a campus culture that values daily participation in learning, reduce preventable absences, and contribute to progress toward the campus goal of increasing daily attendance from 95.7% to 97%. Strategy's Expected Result/Impact: These strategies appropriately overlap with the attendance strategies under Board Goal 3, Performance Objective 2 because both objectives address student attendance. Using the same core strategies also creates consistency in the CIP rather than introducing separate initiatives for the same campus need. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, Root Cause: The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.
School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 4: Classroom Excellence

Performance Objective 2: Cameron will implement TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies in 100% of classrooms for all subjects by May 2027.

HB3 Board Goal

Evaluation Data Sources: Data sources: iReady, Checkpoints, STAAR Interims, STAAR

Strategy 1 Details		Reviews			
Strategy 1: PreK-6 teachers will implement rigorous, TEKS-aligned Tier 1 instruction across all content areas through consistent use of the ECISD curriculum, Year-at-a-Glance, scope and sequence, EDUHUB resources, and district-approved instructional materials. Teachers will use student performance data and evidence of learning to differentiate instruction and provide appropriate academic support and challenge based on student needs. Strategy's Expected Result/Impact: Consistent implementation of the district curriculum and high-quality Tier 1 instructional practices will ensure that all students have access to rigorous, relevant, grade-level learning experiences aligned to the TEKS. Increased consistency in instructional planning, delivery, differentiation, and academic rigor will strengthen student mastery of grade-level standards and contribute to implementation of TEKS-based, rigorous, and relevant instruction in 100% of classrooms across all content areas by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: PreK-6 teachers will implement the ECISD PLC Framework through regularly scheduled PLCs focused on unpacking priority standards, collaboratively planning rigorous Tier 1 instruction, analyzing assessment data and student work, identifying learning gaps, and planning differentiated reteaching, intervention, and enrichment. PLCs will be used to strengthen consistency and alignment of curriculum, instruction, and assessment across grade levels and content areas. Strategy's Expected Result/Impact: Consistent implementation of the ECISD PLC Framework will strengthen teacher collaboration and ensure instructional decisions are grounded in standards and evidence of student learning. Teachers will have structured opportunities to evaluate the effectiveness of instruction, respond to student needs, and refine instructional practices, resulting in increased consistency, rigor, and alignment of Tier 1 instruction across classrooms and content areas. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: PreK-6 teachers will intentionally implement AVID/WICOR and blended-learning instructional practices across content areas to provide rigorous, differentiated, and student-centered learning experiences. Teachers will incorporate Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies and use student performance data to intentionally plan teacher-led small-group instruction, collaborative learning, independent learning, and purposeful technology-based experiences. Strategy's Expected Result/Impact: Consistent implementation of AVID/WICOR and blended-learning practices will increase instructional rigor, differentiation, student engagement, academic discourse, collaboration, critical thinking, and ownership of learning. Students will have multiple opportunities to engage with grade-level content, receive targeted support or enrichment, and demonstrate their learning in meaningful ways, contributing to the implementation of high-quality instructional strategies in 100% of classrooms across all subjects by May 2027. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: PreK-6 teachers will strengthen academic language development by intentionally integrating opportunities for students to listen, speak, read, and write throughout daily content instruction in accordance with Cameron's Two-Way Dual Language language-allocation model. Teachers will incorporate learning objectives, academic vocabulary, structured student discourse, collaborative conversations, writing, questioning, and linguistic supports appropriate to students' levels of language proficiency. Strategy's Expected Result/Impact: Consistent integration of academic language development across content areas will increase students' opportunities to acquire, practice, and apply academic language in meaningful learning contexts. Students will strengthen their ability to comprehend rigorous grade-level content, communicate academic thinking orally and in writing, engage in collaborative discourse, and demonstrate understanding in the language of instruction. These practices will support increased academic achievement while advancing Cameron's mission of developing students who are bilingual and biliterate in English and Spanish. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause:** The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

Student Achievement

Problem Statement 1: Student achievement data indicate a need to accelerate English language development for Emergent Bilingual students. The percentage of students in grades 1-6 who improved by one or more proficiency levels on TELPAS decreased from 39% in 2024-2025 to 26% in 2025-2026, representing a 13-percentage-point decline in annual language growth. **Root Cause:** Emergent Bilingual students need more consistent and intentional opportunities to develop and apply academic English across the listening, speaking, reading, and writing domains during daily Tier 1 instruction. Teachers need continued support in using TELPAS data to identify students' specific language-development needs and in planning differentiated linguistic supports, academic discourse, and la

Curriculum, Instruction, and Assessment

Problem Statement 1: Despite established curriculum, assessment, PLC, and MTSS structures, student achievement data demonstrates a continued need to strengthen the consistent implementation of rigorous, differentiated Tier 1 instruction that responds to individual student needs and results in increased academic growth across content areas. **Root Cause:** Teachers need continued support in using assessment data and student work to translate identified learning gaps into timely instructional adjustments, differentiated small-group instruction, targeted intervention and enrichment, and purposeful reassessment. Strengthening these practices will increase the effectiveness of Tier 1 instruction and ensure students receive appropriate support and challenging instruction.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, at least 60% of Cameron Elementary families will participate in at least one academic-focused family engagement opportunity designed to increase families' understanding of grade-level academic expectations, student performance data, attendance expectations, intervention supports, and strategies for supporting learning at home.

Evaluation Data Sources: Sign in sheets for Title I meetings and other family engagement events.

Strategy 1 Details	Reviews			
Strategy 1: Cameron Elementary will provide bilingual academic family-engagement opportunities throughout the school year, including academic family nights, parent conferences, informational sessions, and other campus events designed to help families understand grade-level expectations, curriculum, assessments, student performance data, intervention and enrichment supports, and strategies for supporting learning at home. Family-engagement activities will intentionally connect parent participation to student learning and academic achievement. Strategy's Expected Result/Impact: Families will increase their understanding of grade-level academic expectations, student performance, available instructional supports, and strategies they can use to reinforce learning at home. Stronger connections between school-based instruction and family support will increase families' capacity to participate as partners in their children's education and contribute to improved student engagement, academic growth, and achievement. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Cameron Elementary will strengthen ongoing bilingual, two-way communication with families regarding student learning, academic progress, attendance, assessment results, intervention needs, and available campus supports. Teachers and campus staff will utilize parent conferences, Focus communication, campus communications, and other appropriate communication methods to provide families with timely information and opportunities to ask questions, provide feedback, and collaborate with staff regarding their child's academic progress. Strategy's Expected Result/Impact: Families will receive timely, understandable, and accessible information in English and Spanish that strengthens their awareness of their child's academic progress and individual learning needs. Increased two-way communication will strengthen school-family partnerships, promote earlier identification and response to academic or attendance concerns, and increase families' ability to make informed decisions and actively support their child's academic success. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Cameron serves a student population with diverse academic, linguistic, socioeconomic, and instructional needs, including high percentages of students identified as At-Risk, Economically Disadvantaged, Emergent Bilingual, and receiving Special Education services. These varying needs require continued attention to ensure all student groups have equitable access to rigorous instruction, intervention, **Root Cause:** The wide range of student needs requires greater consistency in the use of differentiated Tier 1 instruction, early intervention, language-development supports, progress monitoring, and enrichment to ensure instruction is appropriately responsive to all learners.

School Culture and Climate

Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause:** Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 5: Culture of Excellence

Performance Objective 1: By Spring 2027, School Connectedness Panorama Data will increase from 73% to 78%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: PreK-6 teachers will implement weekly iLead Social-Emotional Learning (SEL) lessons to intentionally develop students' social-emotional skills, strengthen relationships, promote positive decision-making, and foster a sense of belonging and connection to the school community. Teachers and staff will reinforce the skills and expectations introduced through iLead throughout the school day. Strategy's Expected Result/Impact: Consistent implementation of iLead lessons will provide students with opportunities to develop self-awareness, self-management, relationship skills, and responsible decision-making. Intentional attention to students' social-emotional development will strengthen positive relationships with peers and adults and help students feel known, supported, valued, and connected to their school community, contributing to an increase in positive School Connectedness responses on the Panorama Survey from 73% to 78% by Spring 2027. Staff Responsible for Monitoring: Administrators and Counselor Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Cameron Elementary will utilize the campus House System and schoolwide activities to strengthen student belonging, build positive relationships across grade levels, recognize student contributions and accomplishments, and provide opportunities for students and staff to participate in a shared school community. House competitions, celebrations, recognition activities, student leadership opportunities, and campus traditions will be intentionally used to promote connection, teamwork, leadership, and school pride. Strategy's Expected Result/Impact: Participation in the House System will provide students with increased opportunities to build meaningful relationships with peers and adults beyond their individual classrooms and grade levels. Schoolwide activities, recognition, leadership opportunities, and shared traditions will strengthen students' sense of belonging, increase school pride, and promote positive perceptions of the school environment, contributing to an increase in School Connectedness from 73% to 78%. Staff Responsible for Monitoring: Administrator and House Committee Members Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: PreK-6 teachers and staff will consistently implement the CHAMPS framework to establish, explicitly teach, model, practice, and reinforce clear behavioral expectations across classrooms and common areas. Staff will use positive reinforcement, proactive behavior supports, consistent routines and procedures, and intentional relationship-building practices to create safe, structured, and supportive learning environments where students feel valued, respected, and connected. Strategy's Expected Result/Impact: Consistent implementation of CHAMPS will increase predictability, positive student-adult interactions, and consistency of behavioral expectations throughout the campus. Students will experience safe and supportive learning environments that promote positive relationships, respectful interactions, and a sense of belonging. Strengthened classroom and campus climate will contribute to an increase in students reporting a positive sense of School Connectedness on the Panorama Survey from 73% to 78% by Spring 2027. Staff Responsible for Monitoring: Administrators		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. Root Cause: Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.

Board Goal 5: Culture of Excellence

Performance Objective 2: Exclusionary disciplinary infractions will decrease from 2% to 1%.

Evaluation Data Sources: Focus disciplinary reports

Strategy 1 Details	Reviews			
Strategy 1: PreK-6th grade teachers will implement iLead social-emotional learning lessons at least once each week to provide students with consistent opportunities to develop self-awareness, relationship skills, responsible decision-making, and a sense of belonging within the school community. Strategy's Expected Result/Impact: Teachers will facilitate meaningful discussions and activities that help students build positive relationships with peers and adults and strengthen their connection to the campus. Consistent participation in weekly iLead lessons will strengthen students' social-emotional skills, promote positive student-to-student and student-to-staff relationships, and increase students' sense of belonging, support, and connection to the school community. As a result, the percentage of students reporting positive School Connectedness on the Panorama survey will increase. Staff Responsible for Monitoring: Administrators and counselor Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All PreK-6th grade students will participate in at least one counselor-led guidance lesson each month focused on developing positive behavior, social-emotional skills, conflict resolution, responsible decision-making, self-regulation, and appropriate responses to challenging situations. Strategy's Expected Result/Impact: Lessons will proactively reinforce campus behavior expectations and provide students with strategies to successfully manage their behavior and interactions with others. Lessons will proactively reinforce campus behavior expectations and provide students with strategies to successfully manage their behavior and interactions with others. Staff Responsible for Monitoring: Administrators and Counselor Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Student perception data indicates that 67% of students in grades 3-6 report that adults and peers at Cameron care about their learning and personal well-being, indicating a need to strengthen student connectedness, relationships, and sense of belonging across the campus. **Root Cause:** Although campus-wide systems such as CHAMPS, the House System, and relationship-building practices are in place, continued emphasis and consistent implementation of practices that promote positive adult-student relationships, peer support, student leadership, and meaningful connections are needed to ensure all students feel known, valued, and supported.