

Ector County Independent School District
Cameron Dual Language Magnet
Improvement Plan
2020-2021

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	8
Student Achievement	14
School Culture and Climate	19
Staff Quality, Recruitment, and Retention	20
Curriculum, Instruction, and Assessment	21
Parent and Community Engagement	22
School Context and Organization	23
Technology	24
Priority Problem Statements	25
Comprehensive Needs Assessment Data Documentation	26
Goals	29
Goal 1 : Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	29
Goal 2 : Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	49
Goal 3 : Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	52
Campus Funding Summary	59
Addendums	60

Comprehensive Needs Assessment

Needs Assessment Overview

Without data from the 2019-2020 school year, we used previous years' data. Cameron conducted a historical data study that examined three years of data; comparing Approaches, Meets and Masters across the campus, district and state. In the data analysis we uncovered a discrepancy in the percentages of English and Spanish testers. The campus English data out-performed the Spanish data significantly. We also noticed a dip in the achievement scores in fourth grade as compared to 3rd and 5th grade data in the previous year. We noticed that we need to improve our Meets and Masters performance as compared to the district and state numbers.

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

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

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

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

- English Language Development Academy for Parents
- Staffing for ELD Academy
- Sheltered Instruction Support and Professional Development

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

CAMERON ELEMENTARY

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

STUDENT DATA					
Total Enrollment	508	528	531	602	71
Total Membership	508	528	531	602	71
Early Education	0	0	0	0	0
Pre-Kindergarten	43	44	41	42	1
Kindergarten	91	84	86	85	-1
Grade 1	83	82	88	84	-4
Grade 2	90	87	81	87	6
Grade 3	70	93	81	79	-2
Grade 4	60	74	86	79	-7
Grade 5	71	64	68	85	17
Grade 6				61	61

Ethnic Distribution					
White	10	7	10	11	1
Hispanic / Latino	497	520	520	589	69
Black or African American	1	1	1	1	0
Asian	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian/Pacific Island	0	0	0	0	0
Two Or More	0	0	0	1	1

Special Populations					
At Risk	335	348	348	415	67
Economic Disadvantaged	337	332	344	347	3
Lep	281	315	309	359	50
Special Education	20	21	31	48	17
Career & Technology Ed	0	0	0	0	0
Bilingual Education	477	472	428	555	127
ESL Education	0	0	0	0	0
Alternative Language				24	
Gifted & Talented Education	55	67	68	68	0
Title I	508	528	531	602	71
Immigrant	10	3	7	15	8
Migrant	3	0	0	0	0
Military Connected	0	0	0	1	1
Foster Care	0	0	1	1	0
Homeless	1	6	5	7	2

Dyslexia	1	1	3	4	1
----------	---	---	---	---	---

2018-2019 Demographic data

Total Enrollment: 531

PK: 41

Kinder:86

Grade 1: 88

Grade 2: 81

Grade 3: 81

Grade 4: 86

Grade 5: 68

Ethnic Distribution:

White 10

Hispanic 520

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 348

Economic Disadvantaged 343

Lep 309

Special Education 31

Bilingual Education 428

ESL Education 0

Gifted & Talented Education 68

Title I 531

Migrant 0

2017-2018 Demographic data

Total Enrollment: 528

PK: 44

Kinder:84

Grade 1: 82

Grade 2: 87

Grade 3: 93

Grade 4: 74

Grade 5: 64

Ethnic Distribution:

White 7

Hispanic 520

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 348

Economic Disadvantaged 331

Lep 315

Special Education 21

Bilingual Education 472

ESL Education 0

Gifted & Talented Education 67

Title I 528

Migrant 0

2016-2017 Demographic data

Total Enrollment: 508

PK: 43

Kinder:91

Grade 1: 83

Grade 2: 90

Grade 3: 70

Grade 4: 60

Grade 5: 71

Ethnic Distribution:

White 10

Hispanic 497

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 335

Economic Disadvantaged 337

Lep 281

Special Education 20

Bilingual Education 477

ESL Education 0

Gifted & Talented Education 55

Title I 508

Migrant 3

Demographics Strengths

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

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

Academic Achievement Status:

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

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

Growth Status:

Reading: None.

Math: None

English Proficiency Status: EL(Current & Monitored)

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

Student Achievement

Student Achievement Summary

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

Domain 1; Student Achievement: 76

Domain 2; School Progress: 79

Domain 3; Closing the Gaps: 70

Campus Size: 531

Grade Span: PK-05

Economically Disadvantaged: 64.8%

ELL: 58.0%

Cameron		2017			2018			2019		
		% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3rd Reading	English	77/63/72	35/33/45	35/20/29	77/68/76	50/30/42	23/16/24	95/66/78	57/35/47	34/16/24
	Spanish	50/60/63	20/33/34	9/20/21	72/72/73	25/33/39	11/16/19	70/62/66	30/31/31	3/12/12
	Total	60/63/71	26/33/*	19/20/*	74/69/76	33/31/*	15/16/*	84/65/78	44/34/*	20/15/*
3rd Math	English	81/65/76	44/36/48	30/17/25	70/67/77	57/35/46	23/15/23	78/66/76	44/33/44	18/19/28
	Spanish	74/67/67	42/40/35	19/19/16	75/74/70	33/33/34	7/13/15	72/66/69	36/38/39	8/18/21
	Total	77/66/76	43/36/*	23/17/*	74/68/77	41/35/*	12/15/*	75/66/75	41/34/*	14/19/*

Cameron		2017			2018			2019		
		% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
4th Reading	English	74/56/70	48/31/43	22/15/24	77/60/72	50/33/45	37/16/24	84/64/74	55/34/46	37/18/28
	Spanish	76/42/59	32/18/30	18/7/13	39/45/61	12/20/29	3/10/13	52/49/54	11/15/26	2/7/13
	Total	75/55/69	39/29/*	19/14/*	59/58/71	32/32/*	21/15/*	67/63/74	31/33/*	18/17*
4th Math	English	83/62/75	52/32/46	21/16/27	80/68/78	53/36/47	28/16/26	82/65/74	56/33/43	26/15/22
	Spanish	68/43/57	25/13/27	18/6/12	52/50/61	16/22/29	0/7/12	56/47/59	20/22/29	2/7/12
	Total	75/60/74	39/30/*	19/15/*	68/67/77	37/35/*	15/16/*	68/63/73	37/32/*	13/14/*
4th Writing	English	67/48/63	33/21/32	13/6/10	77/51/61	43/27/38	3/5/10	74/52/65	26/20/33	3/5/10
	Spanish	81/57/64	53/33/38	9/9/12	50/54/63	11/29/36	3/9/14	74/62/67	45/33/39	13/12/15
	Total	75/49/63	45/22/*	11/6/*	63/51/61	27/27/*	3/6/*	74/53/65	38/21/*	10/5/*
5th Reading	Total**	79/68/81	40/32/45	19/15/25	87/69/82	52/36/51	18/13/25	87/75/86	47/37/51	27/16/29
5th Math	Total**	85/76/86	39/34/48	16/14/24	93/81/90	55/40/57	24/17/30	91/80/89	74/42/56	41/23/36
5th Science	Total	76/61/72	34/29/41	7/10/17	82/65/75	35/26/40	9/9/16	83/58/73	45/31/48	17/14/23

Key=Campus/District/State

*=State Avg Not Available

**=1st and 2nd Administration

TELPAS 2018-2019	Reading/ELA					Yearly Progress Indicator			TELPAS Composite Rating			
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Economic Disadvantage	192	13	976	32.11%	03/01/19	47.10%	2.58%	0%	21.35%	31.25%	28.65%	18.75%

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

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

Reading/ELA												
TELPAS 2016-2017	Reading/ELA					Yearly Progress Indicator			TELPAS Composite Rating			
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%	18.15%
Economic Disadvantage	152	26	473	45.72%	03/01/17	48.82%	6.30%	0%	29.61%	28.95%	23.68%	17.76%

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

Student Achievement Strengths

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

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

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Overall pass rate of 49%(Meets) and 25%(Masters) in the area of Math, with economically disadvantaged students having a pass

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

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

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

School Culture and Climate

School Culture and Climate Summary

Cameron Elementary is undergoing some shifts in school culture. Administrators and Teachers attended the Ron Clark Academy in Atlanta, GA and brought some research based strategies to meet the needs of students: both academically and psycho-socially. The school has 16 new staff members on the team including teachers, para-professionals and office staff in the 2019-2020 school year. For the 2020-2021 school year, we have two instructional facilitators in 3rd grade Bilingual, we will also collapse one 4th grade classroom. All other teaching positions were filled with certified teachers or alternative certified teachers.

School Culture and Climate Strengths

Attendance was 97.8% as compared to 96.6% in the 2018-2019 school year.

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

Cameron uses the district teacher mentor program to retain our teachers and provide support that will grow them to become "GREAT" teachers. For the 2020-2021 school year, Cameron is currently a highly qualified school at the time with one 4th grade classroom collapsed. Cameron began interviewing and recommending teachers at an early stage as to hire quality teachers for the upcoming school year.

Teacher Retention:

14/15 to 15/16	69.44%
15/16 to 16/17	68.29%
16/17 to 17/18	82.35%
17/18 to 18/19	68.57%
18/19-19/20	77.14

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cameron will engage in Online, In-Person and Hybrid instruction for the 2020-2021 school year due to COVID-19. Cameron Elementary uses the Ector County Independent School District curriculum to provide instruction in all core content areas. Students participate in the Unit Assessments designed by the district/TRS to monitor student progress, teachers disseminate this data to modify their instruction to meet the needs of all students. Cameron also uses the approved computer programs to monitor student progress and provide intervention if necessary. Teachers use the instructional models provided by the district for Guided Reading, Guided Math, etc.

Curriculum, Instruction, and Assessment Strengths

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

Parent and Community Engagement

Parent and Community Engagement Summary

In the past Cameron has provided many opportunities for parent involvement: Meet the Teacher, Open House, Reading Nights, Programs, etc. Cameron also utilizes the VIPS program in our school that impacts students learning. However, due to COVID-19 we will put in-person parent involvement activities on hold until we are allowed to bring back visitors to campus.

Parent and Community Engagement Strengths

Cameron has increased the number of parent involvement opportunities available to parent/guardians from the 2018-2019 to the 2019-2020 school year. We are planning on developing meaningful on-line parent involvement activities for the 2020-2021 school year.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Technology

Technology Summary

The campus is ahead of the district in the technology implementation in classrooms with Interactive Flat Panels. The campus will continue to explore further options to keep classrooms and students with up to date technology. We will continue to move towards 1-to-1 technology devices for students as we work through the COVID-19 pandemic.

Technology Strengths

Cameron will be working with the technology and facilities department to refine and maximize the classroom amplification devices for the campus. The campus also has 40 Interactive Flat Panels that are used in the designated classrooms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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


Performance Objective 1: At least 97.7% of all student sub groups will attend school each day school is in session to include student attendance and participation in state mandated assessments at every grade level.


Evaluation Data Sources: ADA and STAAR participation rates

Summative Evaluation: None

Strategy 1: Incentives will be decided on and implemented for class with highest attendance in each grade level		
Strategy's Expected Result/Impact: Meet goal expectation for attendance.		Formative
Staff Responsible for Monitoring: Administrators and Attendance Clerk		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Magnet contract will be followed according to rules for absences in the Dual language program. Assistant Principal and Magnet Clerk will send letters out to all students with 5 absences/5 tardies		
Strategy's Expected Result/Impact: Decrease in the number of students non-renewed for attendance.		Formative
Staff Responsible for Monitoring: Administrators and Magnet Clerk		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Evaluation Data Sources: Monthly case manager checklists

ARD Meeting decisions





Progress monitoring of students

STAAR/STAAR Alt/ STAAR Online

Benchmarks

District approved intervention software

Summative Evaluation: None

Strategy 1: Review the monthly Case Manager Checklists	
Strategy's Expected Result/Impact: Stay in compliance with Sped law and meet the student's services.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 3: Cameron GT percentage will increase.

Evaluation Data Sources: Number of applications turned in by teachers

Review student information for new to campus students

Cogat and Naglieri Test Scores

Summative Evaluation: None

Strategy 1: All teachers will be required to recommend at least 2 student to apply for GT services during open application period.	
Strategy's Expected Result/Impact: Increase in the number of identified GT students.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Monitor integrity of Naglieri/CogAT administration	
Strategy's Expected Result/Impact: Testing environment without irregularities.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Cameron will use TEKS Resource System consistently and with fidelity as it is a research-based best practice district curriculum and will be implemented in Math, ELAR/SLAR, Science, and Social Studies at appropriate grade levels.

Evaluation Data Sources: Unit Assessments

Teacher Created Assessments

Imagine

Benchmarks

STAAR

TELPAS

Summative Evaluation: None

Strategy 1: Administrators will monitor District Managed Curriculum/TRS implementation through walkthroughs, lesson plan review and PLC format.

Strategy's Expected Result/Impact: Common curriculum across campus and district.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Principal, AP, Instructional Coach and Dual Language Specialist will provide support to teachers in the implementation of the District Managed Curriculum/TRS. Support will be provided in the lesson modeling, reading and understanding the curriculum documents (YAG, IFD, VAD, etc) and facilitating lesson materials and manipulatives

Strategy's Expected Result/Impact: Strong implementation of district curriculum.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan





Mar

Summative

May

Strategy 3: Sheltered Instruction strategies will be implemented and monitored in every classroom.	
Strategy's Expected Result/Impact: Support of second language acquisition.	Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 4: CHAMPS/PBIS strategies implemented in every classroom	
Strategy's Expected Result/Impact: Safe and supportive learning environment, with less referrals being written.	Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 5: Form small group tutoring based on data and purchase approved resources to support our areas that scored below 85%.	
Strategy's Expected Result/Impact: Students to make one year's growth in all areas.	Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	





Strategy 6: Cameron will purchase supplemental materials for RTI/small group purposes in the areas of Math/Reading/Science/Writing.

Strategy's Expected Result/Impact: Have curriculum ready for small group instruction and tutors.		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administrators		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Summative Evaluation: None

Strategy 1: Training will be provided for all new staff and refreshers over the 3 goals will be provided to all 4-6th grade teachers	
Strategy's Expected Result/Impact: AVID strategies being used in all classroom 4-6th grades.	Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: College Memorabilia Displays in hallways and outside classrooms	
Strategy's Expected Result/Impact: Expose students to various opportunities for their future.	Formative
Staff Responsible for Monitoring: Expose students to various opportunities for their future.	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





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

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

Summative Evaluation: None

Strategy 1: Implementation of district PE curriculum	
Strategy's Expected Result/Impact: Students will learn the fundamentals of sports.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Recess built into the master schedule	
Strategy's Expected Result/Impact: Students will come go to recess prior to lunch.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	





Strategy 3: Physical fitness testing

Strategy's Expected Result/Impact: We will have benchmark data for physical fitness for students.		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administrators		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Summative Evaluation: None

Strategy 1: Identify students who meet Migrant criteria and communicate information with teachers Title One C, Migrant (not in campus budget) Migrant needs will be met through other funding sources		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Administrators		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		





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

Evaluation Data Sources: VIPS participation

PTA participation

Community member involvement

Summative Evaluation: None

Strategy 1: Provide Parental involvement activities for parents to be involved.	
Strategy's Expected Result/Impact: Increase in the % of parents participating in school activities.	Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Parent Sign-in Sheets

Parent link data

Parent notes and letters home

Summative Evaluation: None

Strategy 1: Cameron will use Parent link to communicate with parents as well as a school calendar that will go home every month. All letters and notes will be sent in both English and Spanish. We will also update our marquee and website with up coming events.

Strategy's Expected Result/Impact: Parents will know dates and information in a timely manner.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct


Jan


Mar

Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Summative Evaluation: None

Strategy 1: Participation in Red Ribbon Week		
Strategy's Expected Result/Impact: Awareness of the positives of being drug free.		Formative
Staff Responsible for Monitoring: Administrators and Counselor		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Anti Bullying lessons are taught 4 times a year with grade level classes		
Strategy's Expected Result/Impact: Reduced or maintain no bully allegations.		Formative
Staff Responsible for Monitoring: Administrators and Counselor		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May

Strategy 3: Character Education classes are conducted monthly by counselor


Strategy's Expected Result/Impact: Students feel confident to self-regulate and have a voice.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administrators and Counselor	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	

Strategy 4: Cameron House Teams with points given by Class Dojo.

Strategy's Expected Result/Impact: Increased engaged classrooms and school environments.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administrators, Teachers, and Instructional Specialist	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources: None	
ESF Levers: None	

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Evaluation Data Sources: TBSI Team List

CPI trained staff





Summative Evaluation: None

Strategy 1: Form TBSI team and seek assistance from central office to provide training		
Strategy's Expected Result/Impact: Team trained as set by district guidelines.		Formative
Staff Responsible for Monitoring: Administrators and TBSI team.		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 12: Cameron will provide a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in number of discipline referrals and dropouts.

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

Summative Evaluation: None

Strategy 1: Use of Cameron Houses with point system to recognize great effort and acts.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Administrators, Teachers and Instructional Specialist		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Beginning of Student Council in grades 4-6.		
Strategy's Expected Result/Impact: Develop student leaders in grades 4-6.		Formative
Staff Responsible for Monitoring: Administrators and Counselor		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Evaluation Data Sources: Discipline Referrals

Attendance

Bully Checklists

Summative Evaluation: None

Strategy 1: Staff will participate in district training regarding harassment, suicide prevention and how to refer students to the counselor.

Strategy's Expected Result/Impact: Staff will know how to respond to various situations.

Staff Responsible for Monitoring: Administrators and Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct


Jan


Mar

Summative

May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 14: Cameron will support teachers and staff with appropriate resources to meet students needs by asking teachers what their current needs are for themselves individually and by area.

Evaluation Data Sources: Purchase Orders
Requisitions

Summative Evaluation: None

Strategy 1: Teachers will receive a \$200 spending allotment for the beginning of the school year.		
Strategy's Expected Result/Impact: Teachers will have materials in hand to start the school year.		Formative
Staff Responsible for Monitoring: Administrators		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Teachers will request materials through a process outlined in the handbook .		
Strategy's Expected Result/Impact: Teachers can supplement the district supply list to meet their classroom needs.		Formative
Staff Responsible for Monitoring: Administrators and Secretary		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 15: Cameron classrooms will meet or exceed technology standards and teachers and staff will provided technology training to enable them to use the technology to enhance and enrich their lessons.

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

Summative Evaluation: None

Strategy 1: All teachers will complete the annual technology survey	
Strategy's Expected Result/Impact: Gather information about campus needs in the area of technology.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Evaluation of technology in classrooms will be completed and planning for purchases to replace old projectors, document cameras, Interactive Flat Panels will be in place.	
Strategy's Expected Result/Impact: Keep all classrooms up to date with working technology.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: Technology training will be provided to new and continuing staff.

Strategy's Expected Result/Impact: Technology will be used to enhance instruction in the classroom.		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administrators and Instructional Specialist		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Performance Objective 1: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers will attend professional development by the Ron Clark Academy to support implementation. The leadership team will attend the Admin training provided by RCA, including: Principal, Assistant Principal, Dual Language Specialist, and Counselor.

Evaluation Data Sources: Student Retention Numbers
Classroom Engagement

Summative Evaluation: None

Performance Objective 2: Focused professional development will be based on researched based practices that will enhance instructional staff teaching to meet the needs of every diverse and at-risk learner as well as to increase teacher competencies including dual language strategies.





Evaluation Data Sources: PLC Agenda

Attend Dual Language Conference

Sign-in sheets for PD

Vertical Teams

Summative Evaluation: None

Strategy 1: Use of the PLC model foster a team effort to meet the needs of all students		
Strategy's Expected Result/Impact: Teacher growth from their peers.		Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		





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

Evaluation Data Sources: BOY HQ Status

MOY HQ Status

EOY HQ Status

Summative Evaluation: None

Strategy 1: Actively recruit and hire HQ staff for open positions still available at Cameron using TalentEd.		
Strategy's Expected Result/Impact: 100% HQ staffed.		Formative
Staff Responsible for Monitoring: Principal		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Monitor TalentEd twice a week for qualified applicants.		
Strategy's Expected Result/Impact: Reduce the number of vacancies.		Formative
Staff Responsible for Monitoring: Administrators		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Evaluation Data Sources: Running Records

SBA

DBA

IStation

Unit Assessments

TELPAS

STAAR

Progress Monitoring Data

Summative Evaluation: None

Strategy 1: Provide opportunities for teachers to observe high quality balanced literacy implementation in classrooms at Cameron as well as other campuses.

Strategy's Expected Result/Impact: Students will have one year's growth in Reading.

Staff Responsible for Monitoring: Administrators and Instructional Specialists

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Model lessons for teachers implementing Guided Reading to ensure rigor in centers and correct implementation of program

Strategy's Expected Result/Impact: Improved lesson delivery and quality work stations.s	Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

Strategy 3: Create student data folders for tracking Imagine Reading/Literacy progress

Strategy's Expected Result/Impact: Students will own their data and set goals.	Formative
Staff Responsible for Monitoring: Administrators and Instructional Specialist	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Science.

Evaluation Data Sources: STAAR

Unit Assessments

Benchmarks

Summative Evaluation: None

Performance Objective 3: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Math.

Evaluation Data Sources: STAAR

Unit Assessments

Benchmarks

Summative Evaluation: None

Performance Objective 4: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Reading.

Evaluation Data Sources: STAAR

Unit Assessments

Benchmarks

IStation

Summative Evaluation: None

Performance Objective 5: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Writing.

Evaluation Data Sources: STAAR

Unit Assessments

Benchmarks

Summative Evaluation: None

Campus Funding Summary

Addendums