

San Antonio Independent School District
Cameron Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cameron Elementary School is a PreK-5th grade (includes Special Education ACE and PPCD) neighborhood school located on the eastside of San Antonio, TX. The campus is a Title I elementary campus that feeds into Davis Middle School and Sam Houston High School. The total student population for the 2021-2022 school year was 291. The student ethnicity distribution is as follows: Hispanic 38%, African American 55%, White 2%, Pacific Islander 0%, and Two or more races 5%. The majority of students at Cameron Elementary are economically disadvantaged 94%.

Cameron Historical Student Population Data

	2018	2019	2020	2021	2022
Student Enrollment	452	372	364	281	291
Economically Disadvantaged	89%	96%	96%	94%	94%
Limited English Proficiency	1%	2%	2%	2.5%	2%
ESL	0%	1%	0%	0%	1%
Special Education	10.1%	11.7%	14.2%	14.1%	14.1%
At-Risk	59%	69%	74%	55%	63%
Gifted and Talented	2%	3%	2%	2%	2%
Mobility Rate	37.1%	33.4%			

It should be noted that Cameron’s student enrollment is decreasing every school year. Even though enrollment is declining, the number of identified economically disadvantaged and at-risk scholars are increasing. The special education population was 10.1% in 2017-2018, 11.7% in 2018-2019, 14.2% in 2019-2020 and 14.1% in 2020-2021, this population has increased by 4.1% since 2018 - 202, in the 2021-2022 school year there was a significant increase.

According to the 2019-2020 Texas Academic Performance Report (TAPR), the racial and cultural diversity teacher workforce at Cameron reflects the diversity of the student

population that we serve. The teacher ethnic distribution is as follows: 60.5% African American, 12% Hispanic, 16.5% White, 5.5% American Indian, and 5.5% Two races or more.

Teacher by Highest Degree Held

	Count /Average	Cameron ES	District	State
No Degree	0.0	0.0%	0.3%	1.3%
Bachelors	11.2	61.5%	65.0%	73.4%
Masters	7.0	38.5%	34.4%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%

Teachers by Years of Experience

	Count/Average	Cameron ES	District	State
Beginning Teachers	1.0	5.5%	7.1%	7.4%
1-5 Years Experience	2.0	11.0%	30.1%	27.9%
6-10 Years Experience	4.0	22.0%	21.0%	19.4%
11-20 Years Experience	9.2	50.5%	26.8%	29.4%
Over 20 Years Experience	2.0	11.0%	15.1%	15.9%

For the 21-22 school year, the teacher population at Cameron was composed of 18 teachers, 5 professional support, 2 campus administrators, 7 educational aids, 1 librarian, and counselor during the 2019-2020 school year. Cameron Elementary exceeds the state and district percentages of the number of teachers that hold a masters. It should also be noted that over 60% of the teachers at Cameron have over 11 years of teaching experience. Cameron continues to struggle to retain highly effective teachers. There has been a high turnover rate for the past three years, due to challenging work conditions (such as large class size, lack of support for challenging students), lack of support system from administration, and pressure of high stakes testing. The retention rate for the past three years is listed in the chart below.

	2016	2017	2018	2019	2020	2021	2022
Teacher Retention	87%	82%	86%	75%	75%/80%	72%/83%*	Cortinas
			Post - District RIFT	Network	*Relocated	*Retirement/relocated	

Demographics Strengths

- Our campus has 38.5% of teachers who hold a master’s degree which is above the district average of 34.4% and the state average of 24.5%
- 50.5% of our teachers have 11 - 20 years experience which is above the district average of 26.8% and the state average of 29.4%
- The student enrollment increased from 281 in 2019-2020 to 291 in 2020-2021

Problem Statements Identifying Demographics Needs

Problem Statement 1: Compared to previous years enrollment has decreased by 38% from the 2018 to the 2021 school year. **Root Cause:** Lack of effective recruiting and marketing strategies to attract new enrollments and retain current students.

Student Learning

Student Learning Summary

The school cultures and climates at Cameron have changed, through the focus on student safety and academics. At Cameron, we have created professional learning communities by establishing comprehensive professional development for improved teacher growth and development. There is a relentless dedication to setting high expectations for all students at Cameron, where failure isn't an option. Over the past five years Ms. Mora has worked to build leadership capacity at both campuses. The Associate Principals will continue to work in the same leadership style, philosophy and dedication that Ms. Mora has modeled. The same leadership team that drove improvements at Gates will lead the continuing work on the campus as her time shifts.

Based on the state school accountability ratings, Cameron has met standard from 2016-2021.

Cameron student achievement for all students in 3rd - 5th 2021 STAAR are as follows:

STAAR DATA

Reading 2019

	Approaches	Meets	Masters	Progress
3rd grade	43%	27%	12%	
4th grade	59%	35%	14%	65%
5th grade	79%	40%	19%	76%

Reading 2021

	Approaches	Meets	Masters	Progress
3rd grade	27%	11%	3%	
4th grade	21%	14%	5%	
5th grade	52%	36%	19%	52%

Reading 2022

	Approaches	Meets	Masters	Progress
3rd grade	71%	46%	14%	N/A
4th grade	60%	37%	17%	90%
5th grade	63%	47%	28%	93%

Math 2019

	Approaches	Meets	Masters	Progress
3rd grade	55%	20%	5%	

4th grade	57%	33%	24%	66%
5th grade	91%	49%	15%	87%

Math 2021

	Approaches	Meets	Masters	Progress
3rd grade	19%	3%	0%	
4th grade	17%	7%	0%	
5th grade	40%	21%	5%	40%

Math 2022

	Approaches	Meets	Masters	Progress
3rd grade	50%	18%	7%	N/A
4th grade	57%	30%	17%	93%
5th grade	66%	44%	16%	76%

Writing 2019

	Approaches	Meets	Masters
4th grade	57%	33%	24%

Writing 2021

	Approaches	Meets	Masters
4th grade	22%	12%	0%

Science 2019

	Approaches	Meets	Masters
5th Grade	39%	20%	4%

Science 2021

5th Grade	Approaches 26%	Meets 12%	Masters 2%
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Science 2022

5th Grade	Approaches 36%	Meets 12%	Masters 3%
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Total Campus 2019

	Approaches	Meets	Masters	Progress
Reading	59%	34%	15%	70%
Math	66%	33%	14%	76%
Science	39%	20%	4%	N/A
Writing	58%	28%	4%	N/A

Total Campus 2021

	Approaches	Meets	Masters	Progress
Reading	34%	21%	9%	52%
Math	26%	11%	2%	40%
Science	26%	12%	2%	N/A
Writing	22%	12%	0%	N/A

Total Campus 2022

	Approaches	Meets	Masters	Progress
Reading	65%	45%	20%	91%
Math	59%	33%	13%	84%
Science	36%	12%	3%	N/A
Writing	N/A	N/A	N/A	N/A

No rating or distinctions for the 2020-2021 school year were given. All ratings remained in place from the 2018-2019 school year. Based on the 2019 TEA school report card, Cameron earned a “C” school rating. Cameron’s historical data shows year-to-year fluctuation with rising and declining scores. The lack of steadfast progress has been majorly impacted by annual drops in teacher retention and administrative shifts.

Cameron has now earned a “C” rating by TEA, with an increase of 6% during the 2018-2019 academic school year, where the campus improved from 70% to 76%. That growth was mainly attributed to the campus’ Domain 2 Student Progress data (average of 67% in reading and 72% in math).

The Student Achievement data for the 2018-2019 academic year shows significant concern in all content areas in both 3rd and 4th grade. As a collective, the grades averaged below 60% in all tested subjects. Through disaggregation of both qualitative and quantitative data available to us, we were able to analyze how the trends of low teacher retention (and high mid year classroom abandonment), married with other core campus concerns, impacted the achievement of two consecutive cohorts during two consecutive years.

The Student Achievement data for the 2020-2021 academic year shows significant concern in all content areas in 3rd - 5th grade. As a collective, the grades averaged below 35% approaches in all tested subjects, below 21% meets in all tested subjects, and below 9% masters in all tested subjects. Student progress in 4th and 5th grade decreased in reading from 70% in 2019 to 52% in 2021 and in math from 76% in 2019 to 40% in 2021.

NWEA MAP DATA

Students in Tier 1 receive research-based reading and math instruction in their regular education classroom by their classroom teacher.

Students in Tier 2 receive an additional 30 minutes of research-based reading and/or math instruction twice a week given to non special education students identified by an adaptive computer program and/or small group instruction.

Students in Tier 3 who are identified as non-special education students will receive 30 minutes of additional instruction four times a week in small groups during intervention in reading and/or math instruction.

Students in Tier 2 and Tier 3 are receiving interventions and progress monitoring and teachers are utilizing branching minds to document.

MAP Data 2019 - 2020

	Tier 3 (%)			Tier 2 (%)			Tier 1 (%)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
MATH	45%	44%		27%	18%		28%	38%	
READING	28%	32%		25%	23%		47%	44%	

MOY Met Growth Reading 47% MOY Met Growth Math 50%

MAP Data 2020-2021

	Tier 3 (%)			Tier 2 (%)			Tier 1 (%)			EOY
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
MATH	35%	47%	51%	22%	26%	19%	42%	27%	30%	
READING	20%	40%	48%	24%	21%	21%	37%	32%	24%	

Met Growth Reading MOY-32% EOY-24%

Met Growth Math MOY-40% EOY-24%

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Based on the state school accountability ratings, Cameron has met standard from 2016-2021 and earned a "B" accountability rating for the 2022 school year.

Cameron's longitudinal STAAR achievement data for scholars in grades 3 - 5 is as follows:

STAAR DATA

Reading 2019

	Approaches	Meets	Masters	Progress
3rd grade	43%	27%	12%	
4th grade	59%	35%	14%	65%
5th grade	79%	40%	19%	76%

Reading 2021

	Approaches	Meets	Masters	Progress
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	Approaches	Meets	Masters
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Writing 2021

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Science 2019

5th Grade	Approaches 39%	Meets 20%	Masters 4%
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5th Grade	Approaches 26%	Meets 12%	Masters 2%
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The Student Achievement data for the 2020-2021 academic year shows significant concern in all content areas in 3rd - 5th grade. As a collective, the grades averaged below 35% approaches in all tested subjects, below 21% meets in all tested subjects, and below 9% masters in all tested subjects. Student progress in 4th and 5th grade decreased in reading from 70% in 2019 to 52% in 2021 and in math from 76% in 2019 to 40% in 2021.

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	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
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READING	28%	32%		25%	23%		47%	44%	

MOY Met Growth Reading 47% MOY Met Growth Math 50%

MAP Data 2020-2021

	Tier 3 (%)			Tier 2 (%)			Tier 1 (%)			EOY
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
MATH	35%	47%	51%	22%	26%	19%	42%	27%	30%	
READING	20%	40%	48%	24%	21%	21%	37%	32%	24%	

Met Growth Reading MOY-32% EOY-24%

Met Growth Math MOY-40% EOY-24%

- **Cameron ES second grade scholars (48%) on tier 1 in Reading at the end of the 20-21 school year was 10% higher than the district (38%) as evidenced by MAP Growth**
- **Cameron ES second grade scholars (33%) on tier 1 in Math at the end of the 20-21 school year was 6% higher than the district (27%) as evidenced by MAP Growth**
- **In comparison to the District, Cameron ES had 11% more fifth grade scholars scored in the “meets” on STAAR Reading during the 20-21 school year (Cameron 36%, District 25%)**
- **In comparison to the District, Cameron ES had 6% more fifth grade scholars scored in the “masters on STAAR Reading during the 20-21 school year (Cameron 19%, District 13%)**
- **In comparison to the District, Cameron ES had 6% more fifth grade scholars scored in the “meets” on STAAR Reading during the 20-21 school year (Cameron 21%, District 15%)**
- **The scholars at Cameron are resourceful and are able to collaborate with their peers.**
- **They are willing to accept and learn from their mistakes as well as accept constructive criticism for improvement.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement in Reading at the approaches level dropped 23% from 2019 to 2021, resulting in 66% of students requiring intensive intervention for reading. (2019 57%, 2021 34%) **Root Cause:** Ongoing professional development is needed to support teachers with planning Tier 1 instruction to the depth and complexity of the TEKS and implementation of high-leverage instructional strategies such as the Gradual Release of Responsibility model.

Problem Statement 2: Student achievement in Math at the approaches level dropped 38% from 2019 to 2021, resulting in 74% of students requiring intensive intervention for math. (2019 64%, 2021 26%) **Root Cause:** Ongoing professional development is needed to support teachers with planning Tier 1 instruction to the depth and complexity of the TEKS and implementation of high-leverage instructional strategies such as the Gradual Release of Responsibility model.

Problem Statement 3: 34% of our students in grades K-2 are reading on grade level (tier 1), as evidenced by end of year 2020-2021 MAP Growth data. **Root Cause:** Inconsistent implementation of research based curriculum, high-leverage instructional strategies and practices that support phonemic awareness, phonics, and small group instruction.

Problem Statement 4: 30% of our students in grade K-2 are demonstrating grade-level achievement in math, as evidenced by the end of year 2020-2021 MAP Growth data. **Root Cause:** This occurs because the implementation of the Gradual Release of Responsibility model of instruction may not be aligned to the depth and complexity of the TEKS and inconsistencies or lack of exposure in the use of math manipulative and visual tools to represent real world mathematical problems.

Problem Statement 5: The special education population is increasing but they are underperforming on STAAR. In 2019 the special education population STAAR performance on all tests was 43% at approaches and in 2020 they had a 2% decrease to 41%. **Root Cause:** Our special education populations are not making adequate gains therefore teachers need training on developing targeted intervention plans that will increase student performance to include analyzing data, resources available, and student grouping.

Problem Statement 6 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 7 (Prioritized): The 21-22 STAAR achievement data indicates that 35% of scholars are not on grade-level in Reading and 41% are not on grade-level in Math. **Root Cause:** We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for scholars with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

In alignment with the district, our campus (network) recognizes the direct correlation between teacher quality and the overall success of the whole scholar. Therefore, we maintain a selective staff screening process that follows the use of data to analyze the strengths and areas of growth for our teachers, scholars and school community. Cameron implements the standard protocol for formal interviews that was created by SAISD, however, we've added pre-work and the creation of a sample lesson plan for our teaching candidates to complete. Cameron will continue to secure staff via this process, and will expand our pool of outstanding teacher-leaders via attendance at local and District job fairs, partnerships with universities and alternative certification such as Teach for America, and through professional networks. We are consistently in search of candidates that have a growth mindset and a shared vision. Once staff is recruited we work to define a shared set of values and expectations, then empower them to build their capacity, implement and innovate

within their teaching craft. We pride ourselves in leadership modeling, distributing leadership across the organization, and empowering our leaders (teacher-leaders included) so they feel comfortable customizing and adapting their practices to improve the scholar experience.

Staff at Cameron ES are supported by the leadership team who make efforts to build and maintain a positive and productive relationship with them. The leadership team regularly supports the staff in the areas of teacher efficacy, scholar outcomes, academic success, as well as social-emotional support. Faculty meetings are held twice a month and efforts are being made to ensure these meetings support team camaraderie and the professional development of our teachers.

The improvement of tier 1 instruction, specifically in literacy and mathematics, has been a priority at Cameron ES. To support teacher's ability to do so, professional development has been provided in the areas of: alignment to the standards, assessment development, backwards design planning, data analysis, and strategic intervention when appropriate (tier 2). The campus has purchased curriculum to support the academic needs of its scholars (Three Cheers, Amplify Texas, Eureka Math, Lexia Intervention), uses some components of District curriculum and writes curriculum when appropriate in order to ensure alignment to the specificity and rigor of the PreK-5th grade state standards.

Cameron ES employs one instructional coach whose primary focus is providing direct support to teachers and scholars throughout the year. Our instructional coach is responsible for coaching/supporting teachers with establishing a positive learning environment, instructional planning, content deepening, and instructional delivery with an emphasis on the effective implementation of best teaching practices across content areas (use of technology). The Instructional Coach also works with small groups of scholars, when necessary, to assist with closing/narrowing academic gaps and/or providing enrichment opportunities.

Additionally, both veteran and new teachers/grade level teams meet twice weekly, once as a PLC with campus leadership to review and analyze data, or discuss upcoming lessons/units of study (i.e. misconceptions and effective strategies to address, etc.). Teams meet again during conference times and/or after school to plan lessons, assessments, or analyze data. All planning documents, including data zone charts are collected in a shared virtual folder with the leadership team.

Data is routinely collected/measured, disaggregated, analyzed, and used to inform instruction at Cameron ES, and teachers are active participants. In the primary grade levels growth and fluency data is collected at the beginning, middle and end of year with progress monitoring happening between. Upper grade levels participate in similar testing, as well as campus common assessments each 3, 6 and 9 weeks that align to the instructional pacing calendars. Action plans are created to address scholar needs as evidenced by this data. Likewise the leadership team analyzes and trends formal assessment data and informal classroom observation feedback to plan professional development. Teachers will continue attending PD offered by the district and campus in order to expand their content knowledge and knowledge of research-based best practices.

Programs at the campus include MTSS, GT, At-Risk, SPED, 504, Dyslexia. High expectations are set for all scholars. The Master schedule reflects efficient allocation of time towards completion of coursework while supplementing additional time to address our SPED and 504/Dyslexic scholars with services to support their success. As part of the District's master teacher initiative, Cameron ES has 2 teacher-leaders and 1 designated teacher who work with scholars twice a week after school to address needs aligned to data. Additionally, intercessions instructional days have been added by the district to support closing learning gaps. Cameron ES is an in-district charter school and funds generated have been utilized to support one-to-one technology access for all scholars (PreK-2nd: iPads; 2nd-5th: Chromebooks).

Cameron ES provides scholars in grades PreK- 5th grade participate in social-emotional learning at the start of each day, via the use of the Sanford-Harmony curriculum that all teachers have received training in. These lessons are supplemented and/or extended during bi-weekly guidance instruction, facilitated by the school counselor who also provides small group and individual counseling sessions to address self-regulation/anger management, peer relationship, peer mediation, leadership, grief, family dynamics, etc. Additionally, Cameron ES is assigned a FACE Specialist, Community In Schools Case Manager and a Handle with Care Licensed Social Worker, to support at-risk scholars and those who have/whose families have recently engaged with first responders in the community. Assistance is provided in the form of uniforms, school supplies, mentoring, tutoring, financial support and holiday assistance with food.

School Processes & Programs Strengths

Personnel and Scholars

- **Teacher turnover is minimal/has decreased**
- **Most scholars and staff have respectful and positive relationships**
- **Classroom management improving**

Professional Practices

- **Data systems that include 3,6,9 week common assessments, disaggregation of data, and action planning**
- **Weekly professional learning communities to share best practices**
- **Biweekly faculty meetings**
- **Teacher-led team builders to foster positive culture/moral**
- **Campus created tier 1 pacing calendars**
- **Classroom management**

Programs & Opportunities

- **Positive Behavior Intervention Support (PBIS) campus implementation**
- **Sanford-Harmony Social-emotional learning curriculum campus-wide implementation**
- **Scottie Ambassadors and leadership classes**
- **Safety Patrols**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on data from the Frontline Discipline Management System, teachers are managing 78% (286/367) of discipline in their classrooms. **Root Cause:** Ongoing professional development was not facilitated by campus administration to support teachers in need of support with fostering/improving teacher-scholar relationships and classroom management systems.

Problem Statement 2: Student voice is not consistently included/considered in decision making processes within the campus. **Root Cause:** Our campus hasn't provided opportunities for students to voice their opinion about campus processes and programming through organizations or surveys.

Perceptions

Perceptions Summary

Attendance

The attendance rate for the 2020-2021 was 88.82%, which was below our 94% target. The district attendance rates were 89.10% respectively. We had a 4.15% decrease from the 2019-2020 school year to the 2020-2021 school year. At this time we lack a system for monitoring student attendance and conferring with parents of students who have attendance of 90% or less in a timely manner.

	2018	2019	3/2020	2021
Campus	94.25%	93.65%	92.97%	88.82%
District	93.25%	93.04%	93.07%	89.10%

Behavior

Although the number of scholar discipline referrals have decreased over the last three years, discipline continues to be a challenge within our school community. Teacher-leaders indicate scholar behavior has gradually become more challenging, post COVID, and speaks to the more broader challenge around clear and consistent behavioral expectations in classrooms and in common areas. As a result, the campus has implemented a school-wide discipline plan, to govern and align our systems for the handling of behavior within the school community. We have also begun implementing Sanford-Harmony Social-Emotional Learning curriculum (SEL), which equips our Teacher-leaders with tools and strategies to foster positive teacher/student and student peer relationships, as well as, ensure students feel a sense of belonging within their classroom communities.

Parent Communication

In order to improve effective communication with the families we serve, we must continue to engage all stakeholders by using various forms of reciprocated communication. Ensuring that our families are aware of our mission statement and core values will help keep us on track on

what Cameron is trying to accomplish for our scholars. Communication goals for the campus will be developed by faculty, staff, parents, and other stakeholders. Goals will be set for every quarter and presented at an advisory meeting to determine if campus communication goals will be met at the end of the school year. Cameron plans to enhance the forms of communication with students, parents, and other stakeholders by utilizing various forms of communication.

Teacher Retention/Recruitment

Cameron continues to struggle to retain highly effective teachers. We have had a high turnover rate for the past three years, due to challenging work conditions (such as large class size, lack of support for challenging students), lack of support system from administration, and pressure of high stakes testing. Our retention rate for the past three years is listed in the chart below.

2016	2017	2018	2019	2020	2021
------	------	------	------	------	------

Teacher Retention	87%	82%	86%	75%	75%/80%	72%/83%
			Post - District RIFT	Network	*Relocated	*Retirement/relocated

School leadership and administrative support will contribute to the retention of teachers. Leadership articulates a vision, helps teachers grow professionally, and plays an important role in determining the school’s climate. Administration provides Professional Learning Communities (PLC) and provides collaboration during school hours to discuss student performance, curriculum, and instruction. Substitutes are provided during the school day for teachers to collaborate and plan. The administration has worked hard to create a positive school culture for teachers and students, where they feel safe, trusted, and respected. Administration works together in collaboration and support with teachers to help impact student success. Teachers contribute to the operations of the school and the care of the physical environment. Teachers are encouraged to take risks and have control in their classrooms.

Cameron strives to retain and attract teachers by doing the following:

- **Building a master schedule to incorporate weekly professional learning communities which will give teachers opportunities for professional collaboration.**
- **Increasing the number of master teachers positions.**
- **Developing a strong partnership with local teacher preparation programs that will create a pipeline for hiring.**
- **Creating a leadership culture by having teachers lead professional development and engage in shared-decision making.**

Perceptions Strengths

Cameron has enhanced the forms of communication used with scholars, parents, and other stakeholders by utilizing various forms of communication.

- **Social Media: posting on Twitter, Facebook, Instagram**
- **Using Apps such as Seesaw, Class Dojo, and Remind**

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The attendance goal of 94% was not met with the end of the year rate of 88.82% and the attendance rate decreased from the 2019-2020 school year to 2020-2021 school year by 4.15%. **Root Cause:** Attendance plans and procedures are not consistent and parent contact is not made effectively by all staff members. An attendance committee was not established at the start of the school year to meet on a consistent basis to analyze student attendance, provide teachers with guidance to improve attendance and plan conferences/parent contact and early attendance intervention and incentive programs.

Problem Statement 2: The campus has struggled with parent communication due to lack of attendance during in person (23%) and online events (1-3%). **Root Cause:** The school has not identified the best methods to communicate with and/or engage our parents, based on their preference(s) will create a survey to determine best forms of communication with parents.

Priority Problem Statements

Problem Statement 1: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 1: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The 21-22 STAAR achievement data indicates that 35% of scholars are not on grade-level in Reading and 41% are not on grade-level in Math.

Root Cause 2: We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for scholars with gaps in grade-level readiness.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: Cameron ES will close gaps in Math and Reading and increase scholar achievement by:

June of the 2022-2023 school year, scholars in grades K-2 will increase by 10% in TIER 1 end of the year NWEA MAP Reading and Math.

June of the 2022-2023 school year, scholars in 3rd-5th will increase by 20% at the Masters in Reading and Math on STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: EOY NWEA MAP Reading and Math
STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-2 teachers will participate in professional development in the areas of: MClass, Science of Reading, problem-solving, etc.</p> <p>KPI/Metric/Measure: agenda/sign-in sheets</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: A master schedule will be created to reflect a 30 minute intervention in K-3.</p> <p>KPI/Metric/Measure: master schedule</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a framework and pacing guide for reading and math.</p> <p>KPI/Metric/Measure: framework pacing guide</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: PLC's will be held with structured agendas to include 1) unit planning, 2) assessment planning, 3) data review and curriculum and alignment.</p> <p>KPI/Metric/Measure: agendas</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Data such as historical NWEA MAP, STAAR and current data will be analyzed to create interventions and enrichment small groups.</p> <p>KPI/Metric/Measure: action plans</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Common assessments will be administered and 3rd-5th will disaggregate by zone bands and student group.</p> <p>KPI/Metric/Measure: zone charts common assessments</p> <p>Staff Responsible for Monitoring: administrations</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Student journals will be established and monitored in grades K-5th.</p> <p>KPI/Metric/Measure: rubric student journals</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Novel studies will be implemented in 4th-5th grades.</p> <p>KPI/Metric/Measure: novel studies learning walks</p> <p>Staff Responsible for Monitoring: instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Staff surveys will be created and administered to determine the effectiveness of math and reading resources.</p> <p>KPI/Metric/Measure: survey</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Social Emotional resources will be used to support staff, scholars, and families with a variety of needs such as: Social emotional development/wellness/supports, counseling support, positive behavior choices and attendance motivators.</p> <p>KPI/Metric/Measure: 10% increase in end of year SEAD survey (scholar) data from 2021-2022 to 2022-2023.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: Cameron ES staff will implement a campus-wide system for monitoring scholar attendance resulting in a 3% increase by the end of the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: 2021-2022 ADA

Campus Data Tracker

District Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Create/reassemble an attendance committee and meet bi-weekly to analyze data and create plans of action.</p> <p>KPI/Metric/Measure: Agenda(s)</p> <p>Staff Responsible for Monitoring: Rodriguez</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a campus attendance plan and share with all stakeholders.</p> <p>KPI/Metric/Measure: Campus-created Attendance Plan</p> <p>Acknowledgment of receipt (signatures)</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop attendance tracker(s), by grade level, that will be displayed in common areas.</p> <p>KPI/Metric/Measure: Attendance Tracker</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a school-wide attendance incentive (monthly incentives, quarterly awards) to encourage healthy scholar attendance.</p> <p>KPI/Metric/Measure: Communications (flyers) Campus Calendar</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Create a check-in/check-out system for TIER 3 and TIER 4 scholars.</p> <p>KPI/Metric/Measure: Check-in/check-out trackers</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Connecting parents with supports/resources to assist with daily scholar attendance.</p> <p>KPI/Metric/Measure: Trackers</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: By June 2023, Cameron ES will implement a system to improve family and community engagement, resulting in a 5% increase in parent participation within the school community.

High Priority

HB3 Goal

Evaluation Data Sources: Event sign-in sheets
Campus-created surveys
District surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will hold scheduled monthly parent engagement meetings.</p> <p>KPI/Metric/Measure: sign-in sheets</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will utilize ClassDojo and phone calls as the major forms of communication with families as per survey at the end of the 2021-2022 school year.</p> <p>KPI/Metric/Measure: ClassDojo Branching Minds to track communication logs</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will create/establish a parent support response team.</p> <p>KPI/Metric/Measure: sign-in sheets</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will hold 6 parent events throughout the 2022-2023 school year.</p> <p>KPI/Metric/Measure: sign-in sheets</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 4: By June 2023, Cameron ES staff will implement a SEL/PBIS program (Sanford Harmony) resulting in a 5% decrease in administrative handled discipline referrals.

High Priority

HB3 Goal

Evaluation Data Sources: Frontline Discipline Referrals
Monitoring Implementation of SEL Program

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a SEAD team that will meet monthly to discuss campus SEL curriculum implementation, discipline, PBIS incentives.</p> <p>KPI/Metric/Measure: Agenda w/sign-in sheets</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: SEAD Committee will establish the criteria/expectations for Scotties of the month (Scholar, Professional, Para-professional) and Rhithm application.</p> <p>KPI/Metric/Measure: Agenda Criteria Rhithm usage report</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Create and administer internal campus surveys.</p> <p>KPI/Metric/Measure: surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: A school-wide theme will be developed and implemented that encourages college and career readiness and a growth mindset.</p> <p>KPI/Metric/Measure: Campus display Counseling/Guidance Agendas/lesson plans</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: A master schedule will be created to provide daily SEL time in grades K-5th.</p> <p>KPI/Metric/Measure: master schedule</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: By June 2023, Cameron ES staff will work cohesively to implement strategies to increase student enrollment and recruitment by 10%.

High Priority

Evaluation Data Sources: Media/Communications (community engagement)

Data Trackers

District reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Assemble an enrollment and requirement committee. KPI/Metric/Measure: agendas Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an acceptance letter to all choice/incoming new students. KPI/Metric/Measure: letter Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Welcome all new and current students at the beginning of the school year.</p> <p>KPI/Metric/Measure: postcards phone calls</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Recruitment events will be scheduled throughout the school year.</p> <p>KPI/Metric/Measure: Flyers</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Performance Objective 1: By June 2023, Kinder scholars will increase tier 1 by 10% on NWEA MAP Reading (52%) and Math (55%).

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: All PreK Teachers will participate in professional development and implement all District required assessment (s).</p> <p>KPI/Metric/Measure: Agenda</p> <p>Staff Responsible for Monitoring: Moreno</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Data will be disaggregated and analyzed following all benchmark assessments action plans will be created to address necessary intervention.</p> <p>KPI/Metric/Measure: Assessment data reports action</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Scholar feedback will be routinely collected, via teacher-created assessments to assess letter and number recognition and letter sounds .</p> <p>KPI/Metric/Measure: assessments branching minds</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Scholars requiring targeted reteach intervention will be documented in Branching Minds.</p> <p>KPI/Metric/Measure: Branching Minds</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 1: By June 2023, scholars in grade 3 scoring at the Meets and Masters levels will increase in Math by 20% (Mts.-22%; Mstr: 9%).

High Priority

HB3 Goal

Evaluation Data Sources: Scholar Data Trackers
Campus Common Assessments
STAAR (summative assessment)

Strategy 1 Details	Reviews			
<p>Strategy 1: All 3rd grade teachers will be trained in campus-wide problem solving strategy. KPI/Metric/Measure: sign-in sheet Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Framework will reflect a computational fluency and problem solving component. KPI/Metric/Measure: Frameworks Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: A math incentive will be created to encourage computational fluency for 3rd grade students.</p> <p>KPI/Metric/Measure: flyers incentive</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Performance Objective 2: By June 2023, scholars in grade 3 scoring at the Meets and Masters levels will increase in Reading by 10% (Mts.-51%; Mstr: 16%).

High Priority

HB3 Goal

Evaluation Data Sources: Scholar Data Trackers
Campus Common Assessments
STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All 3rd grade teachers will be trained in the Science of Reading. KPI/Metric/Measure: Science of Reading Completion certificate Staff Responsible for Monitoring: Moreno, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A master schedule will be created to reflect a 30 minute intervention time in reading. KPI/Metric/Measure: master schedule Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: A reading incentive will be established and implemented to encourage reading fluency for 3rd grade scholars.</p> <p>KPI/Metric/Measure: MClass Class/Scholar reading logs</p> <p>Staff Responsible for Monitoring: Moreno, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: At the start of the school year 3rd grade teachers will establish intervention groups (reteach/enrichment) based on 2022 EOY data and documented in Branching Minds</p> <p>KPI/Metric/Measure: Branching Minds</p> <p>Staff Responsible for Monitoring: Moreno, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Reading framework will include time for shared reading and peer discussion.</p> <p>KPI/Metric/Measure: Reading Framework Lesson plan</p> <p>Staff Responsible for Monitoring: Moreno, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By June 2023, scholars in grade 3rd-5th will have a 10% increase (based STAAR 2022 score) in Reading (50%) at the Meets grade level standard. By the June of the 2022-2023 school year, scholars in grade 3-5 scoring at the "Meets" level will increase by 20% (based STAAR 2022 score) in Math (41%) and Science (16%).

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Cameron ES administration and teachers will actively monitor student progress through PLC and Data Study Teams.</p> <p>KPI/Metric/Measure: PLC sign in sheets</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide personalized support for students and teachers through instructional specialists. Support may include coaching, professional development, planning, and intervention groups.</p> <p>KPI/Metric/Measure: sign in sheets learning walks</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Personalized Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be inquiry-based and embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Professional learning will result in improvements in instructional practice that may require additional materials, supplies, and/or technology. Professional learning may also result in additional intervention and/or extension outside normal school day for students. Professional learning and strategic planning will require funding substitutes.</p> <p>KPI/Metric/Measure: Learning walks Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide resources to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources needed may include books, teacher professional books, supplies and materials, digital and technology resources.</p> <p>KPI/Metric/Measure: teacher survey Staff Responsible for Monitoring: Administration Instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All grade level teams will receive one planning day each semester.</p> <p>KPI/Metric/Measure: Planning agenda Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide scholars with instructional resources to improve literacy and math fluency and comprehension, support cross-curricular instruction/learning and supplements the literacy, math, and science curricula;</p> <p>KPI/Metric/Measure: 48% of scholars will meet grade level standards (Tier 1) in Reading and 36% in Math by EOY as evidenced by Formative and summative assessments (CBA, NWEA MAP Growth Benchmark, STAAR)</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Instructional resources - 282 - ESSER - \$4,000, Instructional resources - 164 - State Compensatory Education (SCE) - \$2,006</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provided targeted (data-driven) interventions to identified scholars via tutoring provided before school, after school, and/or on Saturdays.</p> <p>KPI/Metric/Measure: 2nd-5th: 100% of eligible scholars enrolled during the BOY and MOY NWEA MAP Growth Benchmark (Reading & Math) window 50% of 2nd-5th scholars identified as being of intervention will participate</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Intervention (Tutoring) - 282 - ESSER - \$12,299.96</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 7: The 21-22 STAAR achievement data indicates that 35% of scholars are not on grade-level in Reading and 41% are not on grade-level in Math. Root Cause: We need to improve Tier 1, 2, and 3 instruction and create more effective targeted intervention plans for scholars with gaps in grade-level readiness.</p>

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$4,141</p>	Formative			Summative
	Oct	Jan	Apr	June
	Review cells are empty			

 No Progress
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 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 6: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available in both English and Spanish to parents and community stakeholders in multiple ways. Digitally, the CIP is available on the campus website; physical paper copies are made available during parent and community meetings, and always available in the front office.

2.4: Opportunities for all children to meet State standards

Cameron will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically to address the instructional needs of At-Risk students. In the Plan4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The administration works collaboratively with parents to develop and refine the Parent and Family Engagement Policy each year. This policy is made available in Spanish and English via multiple forms, including but not limited to, paper copies sent home and available in the front office and digital copies sent via e-mail.

Parent education meetings are held once per month by the administration. One session each semester will focus on providing parents assistance in understanding the State's academic standards, the State and local assessment standards. Cameron will support parents' involvement improving their child's achievements by hosting a math and literacy night that provides parent ideas and instructional activities that can be done at home with students to improve student achievements.

Administration, CIS, and counselor (federal funds) collaborate to provide resources, parent education, and outreach to families.

Parents receive school information in both Spanish and English in several formats - flyers, voice messages, letters, parent meetings, and family events

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent Family Engagement Policy was distributed at a meeting held on September 26, 2022 from 4:00-5:30. The meeting and refinement of policy was conducted in English on May 5, 2022. The policy is available in English and Spanish directly from the campus website.

4.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are offered throughout the school year.

September 1 & 15

October 6 & 20

December 8

January 5 & 19

February 2 & 16

March 2 & 23

April 20

May 5

5. Targeted Assistance Schools Only

Campus Funding Summary

164 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6	Instructional resources		\$2,006.00
11	1	1	MAP Assessment Platform		\$4,141.00
Sub-Total					\$6,147.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$5,000.00
4	1	6	Instructional resources		\$4,000.00
4	1	7	Intervention (Tutoring)		\$12,299.96
Sub-Total					\$21,299.96