

Ector County Independent School District
Cameron Dual Language Elementary
2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

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

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

Vision

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cameron Dual Language Elementary is a district Choice School serving 643 students in grades PreK–6 through a Two-Way Immersion Dual Language Model. All students are second-language learners acquiring both English and Spanish, with French taught as a third language. Admission is through the ECISD Choice Lottery, with students attending from across Odessa.

Cameron is a Title I campus, with approximately **76%** of students identified as Economically Disadvantaged. The campus demographics are as follows:

- **99.3% Hispanic**
- **0.7% White**

Program Subpopulations:

- 60% Emergent Bilingual
- 73.24% At-Risk
- 15.6% Gifted and Talented
- 16.3% Special Education (including a specialized K–5 unit serving 12 students)
-

The increase in Special Education identification is attributed to an enhanced MTSS process, enabling earlier detection of learning needs and faster initiation of testing and support services.

Cameron is one of only two elementary choice campuses in ECISD serving sixth graders, who earn an art credit by year's end.

Staff Profile:

All classroom teachers hold either ESL or Bilingual certification in alignment with the dual language model. Currently, three instructional facilitators are completing certification requirements and are on track for completion by Fall 2025–2026. The teaching staff includes:

- 18 teachers with 15+ years of experience
- 1 teacher with 10–14 years of experience
- 5 teachers with 5–9 years of experience
- 7 teachers with fewer than 5 years of experience

New and less-experienced teachers are paired with veteran staff for mentoring, supplemented by support from the Dual Language Specialist. Staff retention has improved to 80%, up from 65% in 2021–2022.

Cameron’s diverse, multilingual student body, coupled with experienced and certified staff, provides a strong foundation for academic success, while ongoing efforts focus on maintaining high retention, expanding early interventions, and supporting instructional excellence.

Student Achievement

Student Achievement Summary

2024-2025 STAAR results

Our history shows gains and losses in the percentage of students scoring meets and masters on STAAR in most areas. The biggest impact was felt in sixth-grade Reading and Math, where the biggest drop occurred for Meets and Masters. In addition, there was a decrease in the percentage of Masters in all areas except for 3rd-5th Reading and 5th Science. The table below shows the difference in the percentage points for Meets and Masters in each grade level and content area.

The data also shows that 25% of 4th-6th students regressed on their STAAR Performance in Reading and/or Math from 2023-2024 to 2024-2025. In addition, 42% stayed the same.

Grade Level/ Content Area	2024 Meets	2025 Meets	Difference	2024 Masters	2025 Masters	Difference
3rd Reading	51	44	-7	14	15	+1
3rd Math	50	40	-10	14	12	-2
4th Reading	49	56	+7	19	25	+6
4th Math	65	51	-14	28	20	-8
5th Reading	40	51	+11	14	22	+8
5th Math	41	45	+4	18	13	-5
5th Science	19	25	+6	7	13	+6
6th Reading	56	40	-16	27	13	-14
6th Math	65	60	-5	29	21	-8

Only 7% of 3rd-6th grade students tested in Spanish, the results are combined. It is important to note that only 20 Emergent bilingual students tested in Spanish, all other Emergent Bilingual students tested in English.

2024-2025 TELPAS results

Cameron's percentage of 1st-6th grade students improving by one or more levels on TELPAS reading, writing, listening, and speaking is increasing at a consistent rate. For the 2024-2025 school year, 39% of students improved by one or more levels.

There was also an increase in the percentage of students scoring Advanced or Advanced High for the Composite Score. The percentage of students scoring Advanced decreased from 2023-2024 to 2024-2025 from 42% to 29%.

Kinder-6th	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Advanced	29.87%	11.74%	34.27%	21%	42%	29%
Advanced High	7.36%	3.91%	14.64	11%	13%	12%

The overall 2024-2025 MAP results show that 60% of K-6th grade students end-of-year RIT scores met or exceeded their growth projections in Math, Science, Reading English, and Reading Spanish. Below is the breakdown for each:

Kinder-6th MAP Math - 55% High Achievement/High Growth Quadrant

Kinder-6th MAP Reading English - 60% High Achievement/High Growth Quadrant *(It is important to note that this data includes Kinder-1st grade Emergent Bilingual Students who have not received Reading/Writing instruction in English)*

Kinder-5th MAP Reading Spanish - 43% High Achievement/Low Growth Quadrant

3rd-6th Science - 67% High Achievement/High Growth Quadrant

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: End-of-year MAP data indicates that only 60% of Cameron's K-6 students met or exceeded their individual growth projections in 2024-2025. This falls short of our desired level of academic growth and signals a need for targeted instructional improvement to ensure more students reach or surpass their projected goals.

Root Cause: Both new and veteran teachers require ongoing, targeted professional development in high-quality Tier 1 instructional practices. Strengthening teacher capacity in this area is essential to increasing the percentage of students meeting or exceeding growth projections, with a campus goal of surpassing 58% in the 2024-2025 school year.

Problem Statement 2: Campus-wide STAAR data indicates a need for significant improvement in core academic areas. In Mathematics, 48% of students achieved the Meets standard, with 16% achieving Masters. In Reading, 48% reached Meets and 20% reached Masters. In Science, only 25% achieved Meets and 13% achieved Masters. These results highlight persistent performance gaps across all tested subjects and performance levels.

Root Cause: While teachers demonstrate dedication and content knowledge, there is a need for deeper capacity in delivering differentiated Tier 1 instruction that effectively addresses the full spectrum of student needs. Strengthening the use of targeted instructional strategies for both struggling learners and advanced students will be essential to accelerating growth and closing achievement gaps.

Problem Statement 3: TELPAS results reveal that only 39% of Cameron's K-6 emergent bilingual students improved by one or more language proficiency levels during the most recent assessment cycle. This data indicates an urgent need to strengthen language acquisition supports to increase the percentage of students advancing at least one proficiency level annually.

Root Cause: To accelerate English language development, teachers must deepen their expertise in research-based, integrated instructional strategies that actively engage students in reading, writing, listening, and speaking across all content areas. Strengthening teacher capacity in these areas is critical to supporting emergent bilinguals' linguistic growth and academic success.

School Culture and Climate

School Culture and Climate Summary

Cameron Dual Language Elementary maintains a strong commitment to the ECISD mission by adhering to all district policies, procedures, and the student handbook. Our campus sets and upholds high academic and behavioral expectations for all students, grounded in the rigor of our Two-Way Immersion Dual Language Model. Each family signs the Choice School Contract, affirming their commitment to consistent attendance, appropriate behavior, and active engagement in learning.

To ensure consistency in expectations and routines, every classroom implements the **CHAMPS** framework. CHAMPS is reinforced not only in classrooms but also throughout hallways, the cafeteria, and other common areas, fostering a unified approach to behavior management and student accountability.

Cameron places a strong emphasis on building a safe, supportive, and inclusive environment. Teachers encourage peer support and collaboration, recognizing that mastering academic content in a second language requires perseverance and confidence. Our goal is to ensure students feel valued and successful, which strengthens both language acquisition and academic growth.

Student perception data reflects that **67% of 3rd–6th graders** believe adults and peers at Cameron care deeply about their learning and personal well-being. This feedback underscores the importance of our continued work in cultivating positive relationships and strengthening student connectedness.

To further enrich our school culture, Cameron continues to integrate strategies and best practices modeled by the **Ron Clark Academy**. These research-based approaches address both academic achievement and social-emotional development. Our **House System**—successfully sustained during the 2024–2025 school year—provides students with a sense of belonging, friendly competition, and leadership opportunities that extend beyond the classroom.

Cameron remains dedicated to creating an environment where every student is known, challenged, and supported, ensuring that our culture reflects the high expectations and shared values of our school community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cameron Dual Language Elementary partners closely with the ECISD Human Resources Department to recruit and retain highly qualified educators. Recruitment efforts include the use of TalentEd, participation in district job fairs, and targeted outreach to candidates who meet the unique requirements of our Two-Way Immersion Dual Language Model. Our campus culture emphasizes high professional standards, collaboration, and strong support systems to ensure teachers feel valued and empowered to excel.

For the 2025–2026 school year, Cameron is fully staffed. Four teaching positions are currently held by Instructional Facilitators, each serving in critical roles while completing certification requirements:

- **Kindergarten (English)** – Certification completion anticipated Fall 2025
- **2nd Grade (Spanish)** – Certification completion anticipated Fall 2025
- **3rd Grade (Spanish)** – Certification completion anticipated Fall 2025
- **Special Education Specialized Unit** – Experienced in both aide and instructional facilitator roles, serving the same student population for five years

All other teaching positions are filled by certified educators. In alignment with our dual language model, all classroom teachers hold either ESL or Bilingual certification—English component teachers are ESL certified, and Spanish component teachers are Bilingual certified.

New teachers participate in the ECISD mentoring program, paired with highly qualified veteran teachers within their grade level or content area. Less experienced teachers are intentionally partnered with educators who have 15+ years of experience, fostering a collaborative and supportive learning environment for staff. Additional coaching is provided by the campus Dual Language Specialist.

Staff Profile:

- 18 teachers with 15+ years of experience
- 1 teacher with 10–14 years of experience
- 5 teachers with 5–9 years of experience
- 7 teachers with fewer than 5 years of experience

Cameron’s teacher retention rate has risen to 75%, a significant increase from 65% in 2021–2022.

The **Teacher Incentive Allotment (TIA)** further supports recruitment and retention by providing financial recognition for student growth and teacher performance. There are a total of 16 teachers with TIA Designations.

- Master Designated Teachers = 6
- Exemplary Designated Teachers = 7
- Recognized Designated Teachers = 3

Cameron is strengthened by a core group of veteran educators who consistently demonstrate fidelity to the dual language model while serving as mentors, collaborators, and instructional leaders for new staff members. This strong foundation in staffing ensures the continued success and sustainability of our program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cameron Dual Language Elementary implements ECISD's instructional frameworks and approved curriculum to deliver high-quality Tier 1 instruction in all content areas. Instruction is anchored in data-driven decision-making, with teachers using ongoing assessment to inform and refine their practice.

Assessment and Data Practices

Students participate in district-designed Checkpoint Assessments to monitor progress throughout the year. Weekly Professional Learning Communities (PLCs) follow the ECISD PLC Framework, where teachers:

- Analyze and break down each standard
- Analyze student work post-assessment to identify strengths and gaps.
- Plan reteach opportunities and schedule retests to ensure mastery.
- Engage students in tracking their own progress after each Checkpoint and retest.

In addition, students complete Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) **MAP Growth** assessments. Teachers use MTSS data to adjust instruction, determine small- and whole-group configurations, and set individualized student goals. Teachers conference with students to review their growth and help them understand their year-end targets, fostering student ownership of learning.

Targeted Support

Cameron provides additional support in Reading and Math through district-approved programs such as **IStation Reading** and **iReady Math**. Teachers also utilize dedicated MTSS blocks and small-group instruction.

Engagement and Innovation

Through a combination of strong curriculum alignment, targeted intervention, and engaging instructional practices, Cameron maintains high expectations for student achievement and ensures that all learners are supported in meeting or exceeding their academic goals.

Family and Community Engagement

Family and Community Engagement Summary

Cameron Dual Language Elementary is committed to fostering strong, collaborative partnerships between home, school, and community to ensure the success of every student. The campus provides multiple opportunities for families to engage in their child's education, including **Meet the Teacher, Open House, Reading and Math Nights, and Music programs**. Volunteer in Public Schools (VIPS) are welcomed and encouraged to actively support classroom learning and campus events.

Parent Engagement Policy

Cameron's Parent Engagement Policy outlines a comprehensive approach to involving families in meaningful, ongoing collaboration. The policy's goal is to build a school-home-community partnership that promotes student achievement. Key elements include:

- Hosting an annual parent meeting and offering flexible meeting times.
- Involving parents in the **planning, review, evaluation, and improvement** of engagement programs and policies.
- Providing timely information about curriculum, assessments, and parent involvement opportunities.
- Offering additional meetings, when requested, to discuss individual student progress and educational decisions.
- Conducting an annual spring survey to evaluate the policy's effectiveness and guide revisions.

Campus Compact

Cameron maintains and annually updates a **Campus Compact**—a written agreement outlining the shared responsibility of parents, school staff, and students in improving academic achievement. The compact emphasizes:

- Delivery of high-quality instruction aligned to state standards.
- Ways in which parents can support learning at home.
- Frequent, meaningful communication between school and families.
- The importance of parent-teacher conferences and family involvement in educational decisions.

Communication and Accessibility

Cameron's website is regularly updated with the latest campus news, event information, and the **Campus Improvement Plan (CIP)**, which is posted after ECISD School Board approval. Parents may submit feedback via a Google Form, and all comments receive a timely response.

Information about programs, meetings, and activities is shared through email, text messages, and letters—in **English and Spanish**, with additional translation available upon request.

Through these structures and commitments, Cameron ensures that families are informed, valued, and engaged as active partners in the educational journey of their children.

School Organization

School Organization Summary

Cameron Dual Language Elementary is structured to maximize student achievement and teacher effectiveness through intentional scheduling, collaborative planning, and data-driven decision-making.

Professional Learning Communities (PLCs)

PLCs serve as the foundation for our collaborative culture, fostering a team environment focused on both student success and professional growth. Teachers meet regularly to analyze assessment data, share best practices, and plan targeted instruction.

Data-Driven Instruction

Students participate in **Beginning-of-Year (BOY)**, **Middle-of-Year (MOY)**, and **End-of-Year (EOY) MAP Growth** assessments. Teachers use RIT score data to adjust whole-group and small-group instruction to ensure all students—from those needing intensive intervention to those performing above grade level—are on track to meet or exceed projected goals. Teachers also hold student conferences to review progress and set end-of-year targets, promoting student ownership of learning.

Targeted Intervention

Daily schedules include dedicated MTSS blocks for Math and Reading, allowing for small-group, scaffolded instruction to address learning gaps. Students also benefit from district-approved online resources, including IStation Reading STMath, and iReady Reading & Math, which provide individualized practice and support.

Campus Leadership and Decision-Making

Cameron's **Campus Improvement Team (CIT)**—comprised of elected staff, parents, and community members—meets monthly to engage in site-based decision-making. This collaborative approach ensures that campus priorities align with student needs and district goals.

By organizing resources, time, and collaborative structures effectively, Cameron ensures that instructional decisions are informed by data, grounded in best practices, and focused on student growth.

Technology

Technology Summary

Cameron Elementary is proud to be a fully one-to-one technology campus, ensuring that every student has access to a personal device to support learning. Our PreK through 1st-grade students are each assigned an iPad, while students in grades 2–6 are equipped with Chromebooks. Every classroom is outfitted with a Promethean Board, wireless keyboard, and an integrated amplification system to enhance instruction and accessibility.

Technology is seamlessly embedded into daily teaching and learning. Teachers intentionally incorporate digital tools into lesson plans, leveraging interactive Promethean Boards to actively engage students and bring lessons to life. Learning management systems, including Schoology and SeeSaw, provide platforms for students to access assignments, activities, homework, and assessments both at school and at home.

In addition to core subjects, digital learning enriches student experiences across all areas—including Physical Education, Music, Library, and French—through the integration of online resources such as IStation, STEMScopes, and other interactive programs.

As technology continues to evolve, our campus remains committed to exploring new tools and strategies to ensure both students and classrooms remain equipped with up-to-date, high-quality resources that prepare learners for the future.

Priority Problem Statements

Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Math STAAR will increase from 48% to 60%.

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review).</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: lead4ward professional learning - Title One School-wide - \$27,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers.</p> <p>Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test.</p> <p>Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom.</p> <p>Funding Sources: Think Up Resources - Title One School-wide - \$11,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-6th Reading STAAR will increase from 48% to 60%.

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review).</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.</p> <p>Staff Responsible for Monitoring: Administrators.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers.</p> <p>Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test.</p> <p>Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 25% to 40%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review).</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers.</p> <p>Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: The 5th grade Science teacher will utilize iReady Think Up, Science Cut Ups, EdPuzzle, and Flocabulary resources to prepare students for the rigor of the STAAR test.</p> <p>Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on have used these resources before in the classroom.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 1: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 57% to 65%

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: End of the Year MAP Results

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK through 3rd-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review).</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-3rd grade teachers.</p> <p>Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Kinder through 2nd grade teachers will use Saxon Phonics & Spelling resources for daily phonics instruction.</p> <p>Strategy's Expected Result/Impact: Improve student reading fluency and spelling.</p> <p>Funding Sources: Heinemann Saxon Phonics & Spelling 2022 - Title One School-wide - \$3,218.77</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 2: The % K-3 students will show growth from 93% to 100% on their READING MAP ASSESSMENT.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: EOY MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and iReady Reading progress.</p> <p>Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder & 1st grade teachers will participate in Year 1 of Blended Learning implementation for the Reading Language Arts block.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize a systematic approach to assessment and data informed teaching to design and deliver instruction based on students' specific learning needs, monitor student learning, and provide feedback.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Cameron will hire two full-time aides for kindergarten. A full-time aide will be assigned to each partner pair.</p> <p>Strategy's Expected Result/Impact: The expectation is that aides are available to support the teachers with behavior, classroom management, the preparation of instructional materials, and other duties so that teachers can focus on whole group and small-group instruction with minimal disruptions.</p> <p>Staff Responsible for Monitoring: Administrators and kindergarten teachers.</p> <p>Funding Sources: Full time pay for Title I Aides - Title One School-wide - \$66,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 44% to 60%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and iReady Reading progress.</p> <p>Strategy's Expected Result/Impact: Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers.</p> <p>Staff Responsible for Monitoring: Administrators.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review).</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers.</p> <p>Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: 3rd - 6th grade teachers will utilize iReady Think Up resources to prepare students for the rigor of the STAAR test.</p> <p>Strategy's Expected Result/Impact: These resources will be beneficial to Cameron teachers and students because teachers already have access to the teacher toolbox, have been trained on ThinkUp Resources, and have used these resources before in the classroom.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 57% to 65%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once every week.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers.</p> <p>Staff Responsible for Monitoring: Administrators and Counselor.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys.</p> <p>Strategy's Expected Result/Impact: Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: AVID WICOR Strategies will be implemented in 100% of PreK-6th grade classrooms.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Classroom walkthroughs and lesson plan reviews.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prek-6th grade teachers will participate in AVID WICOR professional learning.</p> <p>Strategy's Expected Result/Impact: Classroom teachers will be equipped to incorporate WICOR strategies in their lessons. AIVD Strategies are used in the classroom and are evident in student work.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: PreK-6th grade students will use AVID planners to note instructional objectives, goals, and behavior.</p> <p>Strategy's Expected Result/Impact: The expectation is that students will take ownership of their learning and be held accountable for their progress.</p> <p>Staff Responsible for Monitoring: Campus administrators.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Student daily attendance will increase from 95.9% to 97%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold attendance raffles at the end of every nine weeks.</p> <p>Strategy's Expected Result/Impact: Encourage students to attend school every day.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 5% to 2%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week.</p> <p>Strategy's Expected Result/Impact: The expectation is that students will learn how to monitor their mental health and be aware of their reaction.</p> <p>Staff Responsible for Monitoring: Administrators and counselor.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All PreK-6th grade students will participate in at least one Guidance Lesson per month provided by the school counselor.</p> <p>Strategy's Expected Result/Impact: The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 5: 100% of 3rd-6th grade students will utilize Avid planners to promote college readiness.

Indicators of Success:

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

Evaluation Data Sources: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
<p>Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 3rd-6th grade teachers.</p> <p>Strategy's Expected Result/Impact: AVID Planner Strategies are used in the classroom and are evident in student work.</p> <p>Staff Responsible for Monitoring: Assistant Principal.</p> <p>Funding Sources: Student Planners - Title One School-wide - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff members will be encouraged to participate in college awareness days.</p> <p>Strategy's Expected Result/Impact: Students are exposed and made aware of all the options that they have for college.</p> <p>Staff Responsible for Monitoring: Administrator.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: Attendance reports from Focus

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold attendance raffles at the end of every nine weeks.</p> <p>Strategy's Expected Result/Impact: Encourage students to attend school every day.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026 100% percent of teachers assigned to GT cluster classrooms in grades K-6 will be trained in implementing Depth & Complexity strategies in core instruction.

Evaluation Data Sources: Professional learning sign in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: All Kinder and 1st & 2nd grade GT Cluster teachers and all 3rd-6th grade teachers will attend beginning of the year GT job-alike professional learning session delivered by the Advanced Academic Services department.</p> <p>Strategy's Expected Result/Impact: This session is designed to support and connect our GT Cluster Teachers across the district. This is a valuable opportunity for them to talk through the YAG for GT, learn strategies including Depth and Complexity, collaborate with grade-level peers, share strategies, and strengthen support for our advanced learners.</p> <p>Staff Responsible for Monitoring: Administrators and GT Specialists.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder-6th grade teachers will receive support from district GT Specialists.</p> <p>Strategy's Expected Result/Impact: The GT specialists will be visiting with teachers and their classrooms to provide support with the implementation of GT strategies to strengthen and support our advanced learners.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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>				

Board Goal 4: Classroom Excellence

Performance Objective 3: Cameron will implement TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies in 100% of classrooms for all subjects by May 2026.

Evaluation Data Sources: Daily walkthroughs, Lesson plan review, weekly PLC meetings, analysis of Checkpoint data

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK through 6th-grade teachers will participate in lead4ward training (PreK-6th access4all, 3rd-6th Rockin' Review).</p> <p>Strategy's Expected Result/Impact: Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist, discover ways to expand student thinking, move instructional planning to action, explore options for universal accessibility the instructional materials that ensure access to the rigor of instruction, connect learning to student success.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the 9-Week ECISD PLC Framework with Kinder-6th grade teachers.</p> <p>Strategy's Expected Result/Impact: This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models. It focuses on turning data into action.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team: Principal, Assistant Principal, Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 5: Culture of Excellence

Performance Objective 1: By Spring 2025, School Connectedness Panorama Data will increase from 57% to 65%.

Evaluation Data Sources: Panorama Survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder-6th grade students will participate in iLead social-emotional lessons provided by their classroom teachers once a week.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about mental health by completing activities that will help them feel cared for by their teachers and peers.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys.</p> <p>Strategy's Expected Result/Impact: Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Dual Language Specialist</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: Culture of Excellence

Performance Objective 2: Exclusionary disciplinary infractions will decrease from 5% to 2%.

Evaluation Data Sources: Discipline referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week.</p> <p>Strategy's Expected Result/Impact: The expectation is that students will learn how to monitor their mental health and be aware of their reaction.</p> <p>Staff Responsible for Monitoring: Administrators and counselor.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All PreK-6th grade students will participate in at least one Guidance Lesson per month provided by the school counselor.</p> <p>Strategy's Expected Result/Impact: The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations.</p> <p>Staff Responsible for Monitoring: Administrators and counselor.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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>				

Board Goal 5: Culture of Excellence

Performance Objective 3: Student daily attendance will increase from 95.9% to 97%.

Evaluation Data Sources: Attendance reports from Focus.

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive assistance if needed.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold attendance raffles at the end of every nine weeks.</p> <p>Strategy's Expected Result/Impact: Encourage students to attend school every day.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	lead4ward professional learning		\$27,500.00
1	1	3	Think Up Resources		\$11,000.00
2	1	3	Heinemann Saxon Phonics & Spelling 2022		\$3,218.77
2	2	3	Full time pay for Title I Aides		\$66,000.00
3	5	1	Student Planners		\$2,500.00
Sub-Total					\$110,218.77