

YOE HIGH SCHOOL



Campus Improvement Plan 2010 - 2011

Cameron ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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2010 - 2011

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District Mission

The Cameron Independent School District in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

District Motto

Our students will be successful learners.

All campuses in Cameron ISD are designated School wide Title I campuses. Where possible, Cameron ISD coordinates all of it's federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

Cameron ISD District Goals and Objectives.

Goal 1. A fiscally responsible district.

Objective 1.1: Cameron ISD will use financial resources in a manner which maximizes student benefit.

Goal 2. Committed to high levels of professionalism for all staff.

Objective 2.1: Cameron ISD staff will create a culture of high expectations professionalism and character.

Objective 2.2: Cameron ISD teachers will create a culture of high levels of professionalism.

Goal 3. Dedicated to assuring our success through its management practices.

Objective 3.1: Instructional leadership practices will result in improved student performance

Goal 4. Focused on academic improvement and closing the achievement gap.

Objective 4.1: Cameron ISD will show continuous improvement, with scores 90% or better in reading/language arts & social studies in all accountable student groups.

Objective 4.2: Cameron ISD will show continuous improvement, with scores 80% or better in mathematics and science in all accountable student groups.

Objective 4.3: Cameron ISD will show continuous improvement in extracurricular programs.

Objective 4.4: Eighty percent of all special programs students will pass a grade level or an ARD determined state or local assessment.

Objective 4.5: The dropout rate in the district will be less than 1%.

Objective 4.6: Attendance of students in the district will be at 97% or higher.

Objective 4.7: All limited English proficient students will show at least one level of advancement on a state assessment.

Objective 4.8: Cameron teachers will create a culture of high expectations for instruction in every classroom.

Goal 5. Community oriented by promoting family involvement and cultural diversity.

Objective 5.1: Each campus will provide opportunities for and encourage parents and community members to participate in all facets of their children's education.

Goal 6. Promoting innovation and collaboration to ensure improvement.

Objective 6.1: All students will utilize technology, receive post-secondary opportunities and career training.

Objective 6.2: Cameron ISD vision, mission, and educational philosophy will be understood and visible through all aspects of communication throughout CISD.

Objective 6.3: CISD will use various methods of communicating with the public.

Objective 6.4: Cameron staff will promote Cameron ISD in positive ways.

Goal 7. Providing a safe and disciplined learning environment.

Objective 7.1: Facilities will be enhanced in order to promote Cameron ISD in positive ways.

Objective 7.2: Cameron ISD administrators and staff will consistently follow the policies and procedures of the

Objective 7.3: Students will be educated in learning environments that are safe, drug free, and conducive to learning.

ESEA Performance Goals, Performance Indicators, and Performance Targets

The No Child Left Behind Act of 2001, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all;

Have highly qualified teachers and principals;

Provide a learning environment that is safe and drug free, and conducive to learning; and are accountable to the public for results.

Performance Goals and Performance Indicators

To facilitate the implementation of the No Child Left Behind Act, the U. S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local, and federal educational resources will be integrated and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act.

ESEA Goals and Indicators

1. Performance goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

2. Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1

2.3 Performance indicator: The percentage of limited English proficient students are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term "professional development" is defined in section 9101 (34)].

3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

5. Performance goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

-calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

-calculated in the same manner as used in National Center for Education Statistics reports on common core of data.

Ten Component Parts of a School wide Program

Title I Program Guidelines stipulate that there are 10 required program components for a successful academic program. Each of the 10 components must be addressed in the improvement plans and in the work done both district-wide and at each campus.

Components

1. Comprehensive Needs Assessment

AEIS

TAKS

Attendance/Drop-out

Surveys (parent, community, teacher, student)

Other Assessment Results (TPRI, PreTaks, District Criteria Tests)

2. School Reform Strategies (Revised Components)

Provide opportunities for all students to meet the advanced levels of academic achievement

Use effective methods and instructional strategies that are based on **scientifically based research** that

- * Strengthen the core academic program in the school

- * Increase the amount and quality of learning time

- * Include strategies for meeting the needs of historically underserved populations

Address the needs of all children but particularly the needs of the targeted populations

(TAKS Reading, Writing, Math, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom Management)

3. Instruction by Highly Qualified Professional Staff

Teachers hired on or after the first day of the 2002-2003 school year must be highly qualified before being hired

Teachers hired before the first day of the 2002-2003 school year must be highly qualified by the last day of the 2005-2006 school year.

Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.

Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006.

4. **High Quality Professional Development**

5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.

Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.

Professional development activities are **high quality, sustained, intensive, and classroom focused** in order to and lasting impact on classroom instruction and the teacher's performance in the classroom and **are not one day short term workshops or conferences. However, several one-day workshops that can be tied back to one instructional goal or objective that can meet the definition of sustained and intense.**

5. **Parental Involvement**

LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities

95% of the 1% must be allocated to the Title I Part A campus

Must have a written parent involvement policy that describes strategies to increase parental involvement such as literacy services.

School/Parent Compacts

- * Developed jointly with parents

- * Describe the responsibilities of the school, the parents, and the students.

- * Go to all districts

(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

6. **Strategies to Attract High/quality, Highly Qualified Teachers (New Component)**

Job Fairs

Recruiting

Forming partnerships with institutes of higher education to establish school based teacher training programs

Create programs to enable paraprofessionals to obtain the education necessary for them to become certified

7. **Transition**

Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early First, or a state run preschool program to local elementary school programs; elementary to middle school; middle school to high school

- * Establish channels of communication between campuses

- * Curriculum Alignment
- * Planning meetings involving parents and teachers of the transitioning campus
- * Joint transition related training of the staffs

8. Teachers Included in Decisions Regarding the Use of Assessments

Provide information on the achievement of individual students

Provide information on the overall instructional program

- * PreTAKS/ Release TAKS
- * Alternative Assessments
- * ESL
- * Achievement Tests

9. Students Experiencing Difficulty

Student difficulties are identified in a timely manner

Students are given effective and timely additional assistance

Professional Development for teachers in identification and strategies to assist students experiencing difficulty

Communication with parents for students who have not mastered standards

(Data disaggregation, Tutorials, Computer Assisted Instruction)

10. Coordination of Federal, State, and Local Services and Programs (New Component)

Campus Improvement Plans must clearly show how coordination and integration occurs between programs

- * Federal Title Programs
- * Violence Prevention Programs
- * Nutrition Programs
- * Head Start

Campus Needs Assessment Summary

(See Appendix for all data)

The Needs Assessment for development of the 2010-11 Cameron ISD District Improvement Plan included the following:

TAKS data for 2010-2011

see attached form called TAKS Data

District Data

TAKS Reading/Writing/ELA

CISD is at or above the state average in all areas of the Reading TAKS. In writing, our scores are below the state average to include 10 points below in the subpopulation of White. Our economically disadvantaged students scored three points above the state average for this subpopulation in the area of Reading. Commended performance is one point below the state average in Reading. Commended performance is 14 points below the state average in the area of Writing. The District is at the Recognized level (Exemplary w/TPM) in both Reading and Writing. The district also met AYP in the area of Reading for 2009-10 at all campuses and at the district level.

TAKS Math

CISD math performance improved with a 8 point improvement for African-American students and 9 points for Economically Disadvantaged. The disparity in the performance between subpopulations was reduced from the previous year. The percentage of students earning commended performance was nine points below the state average. The district did meet Adequately Yearly Progress in mathematics for 2009-10. The district did not earn a "Recognized" accountability rating because of performance in mathematics.

TAKS Science

Science performance significantly improved in 2009-10. Gains in the performance of all students improved 15 points with Economically Disadvantaged performance increasing 20 percentage points. The disparity between the performance of African American students at the state level closed to 12 points. The District improved to the "Recognized" level in Science using TPM. Also, the percentage of commended students moved to above the state average in this area.

TAKS Social Studies

CISD overall is compatible with state scores. The disparity in student performance among African-American students closed to three points in comparison to the state. The district matched the state average for commended performance in 2009-10.

AEIS for 2009

see attached

Attendance Rate (waiting for 2009-10 AEIS Report)

The attendance rate

Dropout Rate and Completion Summary

The district 2008-09 Dropout Summary which is in Appendix, shows a dropout rate of 0% for Grades 7-8. There is a 97.8% completion rate for the Class of 2009, which is slightly below the Class of 2008, but still at the "Exemplary" level.

Advanced Courses (waiting for 2009-10 AEIS Report)

_____ of high school students completing an advanced course or dual credit course which was _____.

SAT/ACT Results

Participation for ACT decreased slightly from 46 in 2008 to 41 in 2009.

The average composite ACT score was .6 lower than state averages (20.8, 20.2) but the disparity closed by 1.6 from 2009. Participants of the SAT de student from 48 to 47. YHS students score 62 points lower in critical reading than the state average, 58 points below in math, and 51 points below in v

PBMAS for 2009-10

The Performance Based Monitoring Analysis System (PBMAS) looks at a series of indicators in student performance, program effectiveness, and data integrity. The PBMAS areas of review include Bilingual Education (ESL), CATE, Special Education, Title Programs under NCLB, and data such as dropout rates and discipline.

CISD has not received an Indicator Performance Level Stage of Intervention Score as of this date. Areas of identified improvement include

- 1) has too many students in Special Education since the PBMAS maximum rate served is 8.5% of the total student population. CISD has 10.5% of the total CISD student population identified as eligible and being served through Special Education. This is down by 1.7% from 2008.
- 2) has too many African-American students served through the Special Education program, serving 20.9% when the total percentage of African American students in CISD is only 23.5%. Therefore, we must decrease the percentage of African American students in Special Education. This is down 3.7% from 2008
- 3) has too many Special Education students in ISS. The district percent of SPED discretionary ISS placements should be no more than 10.0 percentage point higher than the percent of the overall ISS placements. Our district 2009 difference score is 39.1. which is down by 7 points from the previous year.
- 4)has a passing rate of ESL students on the Reading TAKS of 63.6% while the PBMAS minimum standard is 70%

Parent and Staff Surveys

There have been surveys of parents as mandated by Title I, The results of the surveys indicate that a strong majority of parents are satisfied with the our district and campus.

Needs Assessment for YHS Calendar 2010-2011

Comprehensive Needs

1. Increase SAT/ACT/PSAT Performance for students.
 - Test Prep Seminar to be conducted during month of October 2010.
2. Increase rigor level of honors courses to increase commended performance. Honors classes having a consistent and cha
 - Pre AP Training for core teachers
3. Year-round TAKS Remediation plan for students
 - Academy on weeknight in Library/Open Library

Yoe High TAKS Results

2010-Comparison to last year (Including TAKS-A on all subjects)

TPM is listed but not figured into the total-all TPM Totals for the All students for each Commended Performance listed at the back

<u>Reading</u>	<u>9th 2009</u>	<u>TPM</u>	<u>9th 2010</u>	<u>10th 2009</u>	<u>TPM</u>	<u>10th 2010</u>	<u>11th 2009</u>	<u>TPM</u>	<u>11th 2010</u>
All students	88%	98%	95%	94%	100%	94%	81%	90%	90%
A/A	83%	100%	92	67%	100%	91	60%	85%	85
Hispanic	82%	98%	95	79%	100%	96	79%	86%	86 91
White	97%	98%	98	93%	100%	94	95%	94%	94
Eco Dis.	86%	96%	94	82%	100%	92	76%	83%	83

<u>Social Studies</u>	<u>9th</u>	<u>#</u>	<u>10th</u>	<u>TPM</u>	<u>11th</u>	<u>TPM</u>		
All students	n/a		85%	98%	97	97%	94%	94
A/A	n/a		70%	95%	87	100%	90%	90
Hispanic	n/a		83%	100%	100	91%	86%	86
White	n/a		92%	100%	100	100%	98%	98
Eco Dis.	n/a		78%	98%	95	97%	91%	91

<u>Math</u>	<u>9th 2009</u>	<u>TPM</u>	<u>9th 2010</u>	<u>10th 2009</u>	<u>TPM</u>	<u>10th 2010</u>	<u>11th 2009</u>	<u>TPM</u>	<u>11th 2010</u>
All students	69%	84%	71	63%	91%	76	81%	87%	87
A/A	57%	75%	50	30%	78%	61	65%	63%	63 56
Hispanic	66%	82%	65	53%	92%	71	77%	91%	91
White	82%	91%	87	84%	94%	88	92%	94%	94
Eco Dis.	67%	83%	61	46%	91%	74	73%	78%	78

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<u>Science</u>	<u>9th 2009</u>	<u>TPM</u>	<u>9th 2010</u>	<u>10th 2009</u>	<u>TPM</u>	<u>10th 2010</u>	<u>11th 2009</u>	<u>TPM</u>	<u>11th 2010</u>
All students	n/a			56%	95%	78	84%	90%	90
A/A	n/a			18%	86%	48	73%	75%	75
Hispanic	n/a			44%	96%	78	77%	87%	87
White	n/a			83%	100%	97	98%	98%	98
Eco. Dis	n/a			38%	93%	71	79%	86%	86

Commended Performance

9 th	Reading- : Math- 20%
10 th	Reading- : Math- 16; Social Stu Science- 18%
11 th	Reading- : Math- 21; Social Stu Science- 14%
Total	Reading- : Math- 19; Social Stu Science- 16%

subject are Recognized status or higher

Total

93 (84)

89 (70)

(80)

95 (94)

90 (82)

Total

94 (90)

86(84)

95 (87)

98 (96)

91 (87)

Total

78 (71)

(51)

76 (65)

89 (87)

70 (62)

Total

85 (70)

61 (45)

81 (60)

98 (90)

77 (57)

**YHS Campus Improvement Plan
2010 - 2011**

Goal 1. Cameron ISD will be a fiscally responsible district.

Objective 1.1: YHS will use financial resources in a manner which maximize student benefit.

NCLB Objective:

School wide Components: 3

Summative Evaluation: Budgets, Invoices, Surveys

Strategy	Resource	Person Responsible	Timeline	Evaluation
Continue free breakfast program in order to provide nutritious meals for all faculty and student body to enhance student learning.	Local Funds	Superintendent Food Director	August 2010 - May 2011	Student Counts of students & staff eating breakfast
Appropriate A/C and Heating Temperatures	SFSF Stimulus	Asst. Principal Business Manager	August 2010 - August 2011	Attendance Rates
Cameron ISD will "buy local" whenever possible in order to promote and support local businesses.	Local Funds	Superintendent, Business Manager, Principals	August 2010 - May 2011	Vendor Lists for current year
Exceed state salary schedule to ensure quality teachers	SFSF Stimulus	Principal Business Manager	August 2010 - August 2011	TAKS Results & Staff Retention
Ensure quality substitutes during teacher absence	SFSF Stimulus	Principal Business Manager	August 2010 - August 2011	TAKS Results & Substitute Reports
Training will be provided on use of Smartboards and additional Smartboards will be purchased	Title II A Stimulus	Asst. Superintendent Technology Director	August 2010 - May 2011	Walkthrough Reports and S/D
ESL materials, including computer stations and software, will continue to be supplied for the regular education classrooms where LEP students are served.	Title Funds, SCE Title III Funds	Assistant Superintendent	August 2010 May 2011	Invoices
Incentives will be provided to promote attendance goals.	Local Funds	Campus Principal	Each 6-weeks	Report
An automated phone calling system will be implemented so that parents are informed quickly and efficiently of a	Title Funds	Principals, PEIMS Clerks, and Campus	August 2010 - June 2011	AlertNow Reports

Evaluate impact of instructional software on academic achievement.	Local Funds State Technology Allotment	Assistant Superintendent	June 2011	Technology Software Assessment and Solutions Report
Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (Study Island, ETS, Eduphoria, CSCOPE, AIMSweb, Earobics, Voyager, M-Class, DMAC, Bridges, United Streaming, Accelerated Reader, English in a Flash)	Local Technology Allotment Funding	Assistant Superintendent Principal	August 2010 - June 2011	Technology Software Assessment

**YHS Campus Improvement Plan
2010 - 2011**

Goal 2. YHS will be committed to high levels of professionalism at all times.

Objective 2.1: The classroom instructional climate will have an impact on student achievement.

NCLB Objective:

School wide Components:

Summative Evaluation: TAKS, ACT, SAT, TELPAS, and Other Assessment Results

Strategy	Resource	Person Responsible	Timeline	Evaluation
Administrators will monitor expectations of learning using the Curriculum Walk Through Model.	Local Funds Title IIA	Instructional Leadership Team	Principal Meetings Monthly with Principals & Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports
A district-wide focus on planning will continue with staff development, "Forethought", CSCOPE and a consistent method of planning of lessons fully implementing the TEKS K-12.	Title IIA Local Funds Title VI Funds	Assistant Superintendent, Campus Principals, Teachers	August 2010 Staff Development & through-out year in Staff Meetings	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports, Forethought Reports
Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 9-12. Forethought & CSCOPE will be purchased and implemented to assist in lesson planning and scope and sequence building.	Local Funds AMI Title VI	Assistant Superintendent, Campus Principals, Teachers	Each 6 weeks	Report of Progress in content team meetings - Agendas Principals will evaluate use of Forethought through reporting
A campus-wide focus on planning will continue with staff development, "Forethought", CSCOPE, and a consistent method of planning of lessons fully implementing the TEKS 9-12.	Title IIA Local Funds Title VI Funds	Principal Teachers	August 2010 Staff Development and through out year in Staff Meetings	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports, Forethought Reports
Scope and Sequences will be reviewed, analyzed, and revised, and kept current in Forethought/CSCOPE. Teachers and campus staff will use the scope and sequence developed in Forethought/CSCOPE when planning lessons and calendars.	Local Funds, Title VI	Campus Principals, Teachers	August 2010 - June 2011	Walkthrough Reports, Content Area Team Agendas, Website Reviews

<p>A campus-wide focus on planning will occur with staff development, inception of planning software, "Forethought", "CSCOPE" and a consistent method of planning of lessons fully implementing the TEKS 9-12.</p>	<p>Local Funds Title VI Funds</p>	<p>Campus Principals, Teachers</p>	<p>August 10 Staff Development and through out year in Staff Meetings</p>	<p>Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports, Forethought Reports</p>
<p>Scope and Sequences will be reviewed, analyzed, and revised, and kept current in Forethought and CSCOPE. Teachers and campus staff will use the scope and sequence developed in Forethought when planning lessons and calendars.</p>	<p>Local Funds, Title VI</p>	<p>Assistant Superintendent, Campus Principals, Teachers</p>	<p>August 2010 - June 2011</p>	<p>Walkthrough Reports, Content Area Team Agendas, Forethought Reporting</p>
<p>Administrators will continue to monitor curriculum using the Curriculum Walk Through Model. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum,</p>	<p>Local Funds Title IIA</p>	<p>Instructional Leadership Team</p>	<p>Principal Meetings Monthly with Principals with Asst. Superintendent</p>	<p>Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports</p>

**YHS Campus Improvement Plan
2010 - 2011**

Goal 2. Cameron ISD will be committed to high levels of professionalism at all times.

Objective 2.2: YHS staff will create a culture of high expectations professionalism and character.

NCLB Objective: 4

School wide Components: 3

Summative Evaluation: Parent Survey, Staff Evaluations

Strategy	Resource	Person Responsible	Timeline	Evaluation
Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their verbal and nonverbal communication.	Local Funds	Campus Principals Assistant Supt.	August 2010	Agendas, memoranda, work records, and principal documentation
All staff will receive staff development in confidentiality (BMCC), cultural diversity (Dr. Moses and Dr. Whitney).	Stimulus Funds, Title II Funds	Assistant Superintendent and Principal	August 2010	Staff Meeting Agenda, Acknowledgement of Training documentation.
The district's expectation of learning will be restated in language that students will understand by the campus teachers. As a unified campus faculty, the campus classroom expectations of learning will be posted in every classroom on the campus.	Local Funds	Campus Principals Classroom Teachers	August 2010	Administrative Observation
A campus-wide focus on planning will continue with staff development, "Forethought", CSCOPE, and a consistent method of planning of lessons fully implementing the TEKS 9-12.	Title IIA Local Funds Title VI Funds	Principals, Assistant Superintendent, Teachers	August 2010 Staff Development and through out year in Staff Meetings	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports, Forethought Reports

<p>Administrators will continue to monitor curriculum using the Curriculum Walk Through Model. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.</p>	<p>Title IIA Local Funds</p>	<p>Instructional Leadership Team</p>	<p>Principal Meetings Monthly with Principals with Asst. Superintendent</p>	<p>Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports</p>
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**YHS Campus Improvement Plan
2010 - 2011**

Goal 3. Cameron ISD will be a dedicated to assuring our success through its management practices.

Objective 3.1: Instructional leadership practices will result in improved student performance.

NCLB Objective:

School wide Components:

Summative Evaluation: Parent Survey, Staff Evaluations

Scope and Sequences will be reviewed, analyzed, and revised, and kept current in Forethought and CSCOPE. Teachers and campus staff will use the scope and sequence developed in Forethought when planning lessons and calendars.	Local Funds Title VI Title I	Assistant Superintendent, Campus Principals, Teachers	August 2010 - June 2011	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting
Administrators will continue to monitor curriculum using the Curriculum Walk Through Model. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.	Local Funds Title IIA	Instructional Leadership Team	Principal Meetings Monthly with Principals with Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports
Practice TAKS and benchmark tests will be given on each campus regularly, using <i>dmac</i> , and other assessment sources to analyzed student needs in order to modify instruction to address deficient areas.	Local Funds	Principal and Assistant Principal	Each 6 weeks	Data results disaggregated and results shared in content team meetings - Agendas
The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. RTI Tier Levels and Apex Learning in grades 9-12.	Title I Funds SCE Funds	Principal	Each 6 weeks	Benchmarks, TPRI, Monitoring, TAKS
Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include Co-teaching technique	SCE Special Ed Title IIA AARA-Special Ed	Assistant Superintendent, Principal, Burseson-Milam Coop Director	During Faculty Meetings, and scheduled individual staff development	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records

The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Local Funds	Principal & Dyslexia Teacher	Each Semester	Bi-annual Dyslexia Reports to Principals
Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (Study Island, ETS, Eduphoria, dmac, Bridges, United Streaming)	Local Technology Allotment Funding	Assistant Superintendent	Aug. 10- May 11	Technology Software Assessment
Training will be provided to Science, Math, and ELAR teachers related to TEKS revisions.	Local	Principal Trainer-of-Trainers	Aug. 10	Benchmark Results, Teacher Lesson Plans, Walkthrough Reports
Cameron Prep School (CPS), an afterschool extension program which addresses tutorials, coursework completion	SCE Title Funds	Assistant Superintendent, Campus Principal	Aug. 10-May 11	Student sign in sheets, TAKS scores of students attending
Continue the "Read to Succeed" Program. School Community and parents (VIPS) will read to the younger Yoemen and serve as role models and to increase the number of books read by students.	Local	Campus Principal Assistant Principal Elementary Principals	Fridays of each week	Campus Reports of students participating.
Dual Credit course offerings through Temple College	High School Allotment	HS Counselors	Aug 10-May 11	Transcripts, Credit Accural
Maintain an ACT/SAT class in YHS in order to better prepare students in the taking of these tests. (Test Prep)	Local	YHS Administrators and Counselors	Aug. 10 - May 11	Campus Class Rosters
The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension classes, APEX, and tutorials)	Title I Funds SCE Funds	Principal	Each 6 weeks	Student performance in each campus accelerated program
Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout all grade levels.	Title I Funds Local Funds	Principal	Aug. 10- May 11	Benchmark results, Math Team Meeting Agendas
A district-wide focus on planning will occur with staff development and a District-wide approach to planning will occur.	Title IIA Local Funds Title VI Funds	Principal, Assistant Superintendent, Teachers	August 2010 Staff Development and through out year in Staff Meetings	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports
CSCOPE science and ELAR curriculum, instructional materials, training, and assessments will be implemented in Grades 9-12	Local Funds Title I Stimulus Funds	Principal, Assistant Superintendent, Science Teachers	Aug. 10- June 11	Benchmarks, Training Records
Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include Co-teaching technique	Special Ed Title IIA	Assistant Superintendent, Principals, Bureson-Milam Coop Director	During Faculty Meetings, and scheduled staff development days	Faculty & Content Area Team meetings
Teachers will utilize instructional technology to enhance instruction using Smart Boards, video streaming, probe-wear, calculators, and computers.	SCE Local Funds State Technology Funds	Campus Principal, Assistant Principal Technology Director	Aug. 10- June 11	Annual Technology Survey, Walkthrough Reports, Software Usage Reports

Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district	Local Technology Allotment Funding	Assistant Superintendent	Aug. 10- May 11	Technology Software Assessment
Dual Credit Course Offerings through Temple College	HS Allotment	HS Counselors	Aug 10-May 11	Transcripts, Credit Accural
Campus Schedules will be adjusted to provide more time on task in the area of science and math for identified students.	Local	Administrators, Counselors, Assistant Superintendent, Teachers	Aug. 10	Master Schedules

**YHS Campus Improvement Plan
2010 - 2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 3.1: Reading and writing performance will exceed 90% on TAKS in all student groups.

Commended

performance will exceed state averages. AYP performance will be exceed 80% among all student groups.

NCLB Objective(s): 1.1, 1.2, 1.3

School wide Components: 1, 2, 3

Summative Evaluation: TAKS (including Acc., Mod, & Alt), AYP, PBMAS, TELPAS, AMAO

Strategy	Resource	Person Responsible	Timeline	Evaluation
Practice TAKS and benchmark tests will be given on each campus regularly, using DMAC, CSCOPE, Webcat, and TMSDS to analyzed student needs in order to modify instruction to address deficient areas.	Title I Title II Local Funds	Principal	Each 6 weeks	Data results disaggregated and results shared in content team meetings - Agendas
Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 9-12. Forethought will used to assist in lesson planning and scope and sequence building.	Local Funds ARI Title VI Funds	Assistant Superintendent, Principals, Teachers	Each 6 weeks	Report of Progress in content team meetings - Agendas Principals will evaluate use of Forethought through reporting
The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. RTI Tier Level Classes using Voyager, Renaissance Learning, CPS, and Apex Learning in grades 9-12.	Title I Funds SCE Funds	Principals	Each 6 weeks	Benchmarks, TPRI & AIMsweb, Progress Monitoring, TAKS
Scope and Sequences will be reviewed, analyzed, and revised, and kept current in Forethought and CSCOPE. Teachers and campus staff will use the scope and sequence developed in Forethought when planning lessons and calendars.	Local Funds, Title VI	Assistant Superintendent, Principals, Teachers	August 2010 - June 2011	Walkthrough Reports, Content Area Team Agendas, Forethought Reporting
Administrators will continue to monitor curriculum using the Curriculum Walk Through Model. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.	Local Funds Title IIA	Instructional Leadership Team	Principal Meetings Monthly with Principals with Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports

Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include co-teaching technique training.	SCE Special Ed Title IIA	Assistant Superintendent, Principals, Burleson- Milam Coop Director	During Faculty Meetings, and scheduled individual staff development	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records
The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Local Funds	Principals & Dyslexia Teacher	Each Semester	Bi-annual Dyslexia Reports to Principals
Training will be provided to Science teachers related to TEKS revisions.	Local	Principals Trainer-of-Trainers	August 2010	Benchmark Results, Teacher Lesson Plans, Walkthrough Reports
Continue and enhance the "Read to Succeed" Program. School Community and parents (VIPS) will read to the younger Yoemen and serve as role models and to increase the number of books read by students.	Local	Principals	Fridays of each week	Campus Reports of students participating.
Dual Credit course offerings through Temple College	High School Allotment	HS Principal and Counselors	August 2010 - May 2011	Transcripts, Credit Accural
College Prep Seminars on October 6	Title I Local Funds	YHS Principal and Counselor	10/6/2010 8:30-2:30	ACT, SAT, and PSAT Results
KNOWSYS Intervention Program for Math and Vocabulary	Local Funds Title II Funds	Asst. Superintenant YHS Principal	August 2010 - May 2011	Campus Class Rosters
Cameron ISD's Three Critical Elements of Instruction will be initiated in each classroom every day	Local Funds	Principals	August 2010 - May 2011	PDAS Classroom Walkthroughes
The ACT Assessment Programs will be offered and continued evaluation, revision, and enhancement will be provided	Local	YHS Principal	August 2010 - May 2011	ACT Reports, ACT/SAT Effectiveness Review

**YHS Campus Improvement Plan
2010 - 2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 4.2: YHS will show continuous improvement, with scores 80% or better in mathematics and science in all categories.

NCLB Objective(s): 1.1, 1.2, 1.3

School wide Components: 1, 2, 7, 8, 9

Summative Evaluation: TAKS (including Acc., Mod, & Alt), AYP, PBMAS, TELPAS, AMAO

Strategy	Resource	Person Responsible	Timeline	Evaluation
Practice TAKS and benchmark tests will be given on each campus regularly, using <i>dmac, CSCOPE, TMDS, TSDS, & Reg. VI assessment tools</i> to analyzed student needs in order to modify instruction to address deficient areas.	Local Funds Title I Stimulus Funds	Principal Asst. Principal	Each 6 weeks	Data results disaggregated and results shared in content team meetings - Agendas
Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 9-12.	Local Funds AMI Title VI	Principals, Teachers	Each 6 weeks	Report of Progress in content team meetings - Agendas Principals will evaluate use of Forethought through reporting
The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension classes, APEX, and tutorials).	Title I Funds SCE Funds	Principals	Each 6 weeks	Student performance in each campus accelerated program
Math vertical alignment will continue to consistently utilize meaningful math processes and vocabulary development consistently throughout grade levels 9-12.	Title I Funds Local Funds	Campus Principals	August 2010 - May 2011	Benchmark results, Math Team Meeting Agendas
Scope and Sequences will be reviewed, analyzed, and revised, and kept current in Forethought/CSCOPE. Teachers and campus staff will use the scope and sequence developed in Forethought/CSCOPE when planning lessons and calendars.	Local Funds, Title VI	Assistant Superintendent, Principals, Teachers	August 2010 - June 2011	Walkthrough Reports, Content Area Team Agendas, Website Reviews

Administrators will continue to monitor curriculum using the Curriculum Walk Through Model. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.	Title IIA Local Funds	Instructional Leadership Team	Principal Meetings Monthly with Principals with Asst. Superintendent	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports
Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include co-teaching technique training.	Special Ed Title IIA	Assistant Superintendent, Principals, Burlison- Milam Coop Director	During Faculty Meetings, and scheduled staff development days	Faculty & Content Area Team meetings
Teachers will utilize instructional technology to enhance instruction using Smart Boards, video streaming, pro- wear, calculators, and computers.	SCE Local Funds State Technology Funds	Campus Principals, Technology Director	August 2010 - June 2011	Annual Technology Survey, Walkthrough Reports, Software Usage Reports
Dual Credit Course Offerings through Temple College	HS Allotment	HS Principal & Counselors	August 2010 - May 2011	Transcripts, Credit Accural
Campus Schedules will be adjusted to provide more time on task in the area of science for identified students.	Local	Principals, Assistant Superintendent, Teachers	August 2010	Master Schedules
Cameron Prep School (CPS), an afterschool extension program which addresses tutorials, coursework completion, and TAKS remediation will be continued.	SCE Title Funds	Principals	August 2010 - May 2011	Student sign in sheets, TAKS sores of students attending
The ACT and SAT College Prep Assessment Programs will be offered and continued evaluation, revision, and enhancement will be provided.	Local	YHS Principal	August 2010 - May 2011	ACT and SAT Progress Reports, ACT/SAT Effectiveness Review

**YHS Campus Improvement Plan
2010 - 2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 4.3 YHS will show continuous improvement in extracurricular programs.

NCLB Objective(s): 4, 5.2

School wide Components: 2,9

Summative Evaluation: TAKS, AYP, PBMAS, TELPAS, AMAO

Strategy	Resource	Person Responsible	Timeline	Evaluation
Continue to sponsor & enhance a rodeo team which will provide a nontraditional extracurricular activity for our students.	Local Funds	Superintendent	August 2010	Bylaws/Policies of Rodeo Team & Team Roster
Provide additional participation opportunities for students in the agricultural science education program	Local Funds Perkin Funds	YHS Principal & Ag Science Teachers	Aug 10- May 11	Participation Numbers & Awards
Continue the enhancement of the soccer program to involve students that may not be involved in traditional extracurricular programs. Will be in Club status for 2	Local Funds	Athletic Director	10 Aug- May 11	Soccer Team Roster
Continue coaching mentor program in order to give guidance to students in all aspects of their academic and personal lives.	Local Funds	Athletic Director	August 2010	Mentor/Student Rosters
Additional CTE student certifications and licensures will be acquired in order to increase student technical skill attainment.	Perkins Funds	Principal, Counselors and Teachers	July 2010 - May 2011	Technical Skill Attainment Report 2S1
Provide additional participation opportunities for students the agricultural education program	Local Funds Perkin Funds	Principal Ag Teachers	Aug 10- May 11	Participation Numbers Awards Number has increased significantly for this year

CATE New Career Track for curriculum beginning 2010-2011 year	Local	CATE Teachers Principal	March 2010	State Revisions and student participation
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**YHS Campus Improvement Plan
2010 - 2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 4.4 Eighty percent of all special programs students will pass a grade level or an ARD determined state or local assessment.

NCLB Objective(s): 1.1, 1.2, 1.3

School wide Components: 1, 2, 4, 9, 10

Summative Evaluation: TAKS, AYP, PBMAS, TELPAS, AMAO, SPP

Strategy	Resource	Person Responsible	Timeline	Evaluation
All faculty will utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions.	Special Ed. Funds SCE Title I	Principals, Counselors, and Teachers	August 2010 - May 2011	Progress Monitoring Tools (Benchmarks, STAR, TPRI, AIMSweb, TELPAS, TAKS Acc, TAKS Mod, TAKS Alt, Disaggregated results are shared in team meetings).
Establishment of a more inclusive education setting for PPCD students	Local Funds SPED Stimulus	Principal, Assistant Superintendent	August 2010 - May 2011	PBMAS, SPP Results
Student needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: · Student Intervention Teams (SIT) · Section 504 · Advanced Academic Program (AAP) · Dyslexia · Special Education · Accelerated	SCE Funds Local Funds Title I Title I Part C State AAP Funds	Principal, Counselors, Diagnostician and Teachers	Aug. 10 - May 11	Identification process and TAKS scores, Student Academic Progress, TPRI, STAR, DIBELS, and Benchmarks
Teachers and paraprofessionals will receive training as needed in the area of accommodation and modification instructional strategies, co-teaching strategies for working with at-risk and special needs students.	Local Funds Title IIA SPED Stimulus Funds	Principal, Assistant Superintendent	Aug. 10 - May 11	Sign in Sheets, Certificates, Classroom walk throughs, Staff Meeting Agendas
Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.	Special Ed Title IIA Local Funds	Special Education Director	Aug. 10 - May 11	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times
A district-wide focus on planning will occur with staff development, inception of planning software, and a consistent method of planning of lessons fully implemented by the TEKS 9-12	Title IIA Local Funds Title VI Funds	Assistant Superintendent, Principal, Teachers	August 2010 Staff Development and through out year in Staff Meetings	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports

Learning Labs will continue to be monitored to maintain a high level of student success.	Special Ed. Funds SCE Funds Title I	Campus Principal, Learning Lab Teacher	Aug. 10 - May 11	Administrative walk throughs, Learning Lab Progress Reports
The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math & Science extension classes, APEX, and tutorials)	Title I Funds SCE Funds	Principal	Each 6 weeks	Student performance in each campus accelerated program
Teachers will receive 6 hours of AAP annual update training. Continue requiring all content teachers to have their 30 hours of AAP credits	Local AAP Funds	Campus Principal, Assistant Superintendent	Aug. 10 - May 11	G/T 6 hour certificates
DATA Boards by all core teachers	Local	YHS Faculty	Benchmark Assessm	Pattern of student success
Pre-AP Training for increased rigor on curriculum	State funds	Core teachers	Summer 2010	College Board Curriculum Training

**YHS Campus Improvement Plan
2010 - 2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 4.5: The dropout rate for YHS will be less than 1%.

NCLB Objective(s): 5.1, 5.2

School wide Components: 9, 10

Summative Evaluation: PEIMS, AYP, Accountability Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
Will utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions.	Special Ed. Funds SCE Title I	Principals, Counselors, and Teachers	August 2010 - May 2011	Progress Monitoring Tools (Benchmarks, ITBS, TPRI, AIMSweb) TELPAS, TAKS Acc, TAKS M, TAKS Alt, Disaggregated results are shared in team
The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. (Response to Intervention (RTI) Tier Level Classes using Voyager and Apex in grades K-12.	Title I Funds SCE Funds	Principals Counselor Teachers GT Coordinator	Each 6 weeks	Student performance in each campus accelerated program
Practice TAKS and benchmark tests will be given on each campus regularly, using <i>dmac</i> , <i>CSCOPE</i> , and other assessment sources to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner.	Local Funds Title 1	Principal and Assistant Principal	Each 3 weeks	Data results disaggregated and results shared in content team meetings - Agendas
District will closely monitor student leavers to ensure they enroll in another school district.	Local Funds	Principal, Assistant Principal, and PEIM Coordinator	Each 6-weeks	PEIMS Data
The District will coordinate and utilize community social services (Judicial system, and Child Protective Services) to enhance drop-out recovery programs.	Local Funds	Principal, Counselors, Nurses, Teachers, and Asst. Principal	Aug. 10 - June 11	PEIMS Data

10/12/2010

Continue to utilize, review, and analyze the Apex lab for credit recovery and intervention for YHS.	SCE	Principal	Each semester	Grades, Transcripts
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**YHS Campus Improvement Plan
2010 - 2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 4.6: Attendance of students at YHS will be at 96% or higher.

NCLB Objective(s): 5.1, 5.2

School wide Components: 1

Summative Evaluation: PEIMS, AYP

Strategy	Resource	Person Responsible	Timeline	Evaluation
District will provide personnel (PEIMS clerks) to address student attendance.	Local Funds County Probation Funds	Principal, Assistant Principal, PEIMS Clerk	Each 6-weeks	PEIMS Data
An automated phone calling system will be utilized so that parents are informed quickly and efficiently of a student's absence in grades 9-12. (AlertNow)	Title Funds	Principals, PEIMS Clerks, and Campus Secretaries	August 2010 - June 2011	AlertNow Reports
Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron & Milam County court system.	Local Funds	Principals, PEIMS clerks, and Assistant Principals	August 2010 - June 2011	Individual Parent/Student Documentation
Incentives will be provided to promote attendance goals set at 97% and curriculum goals for TAKS.	Local Funds	Campus Principal and Assistant Principal	Each 6-weeks	Report
The District will coordinate and utilize community social services (judicial system, and Child Protective Services) to enhance attendance issues.	Local Funds	Principal, Assistant Principal, Counselors, Nurse, Teachers	Aug. 10 - June 11	PEIMS Data

**YHS Campus Improvement Plan
2010-2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 4.7: All limited English proficient students will show at least one level of advancement on a state assessment.

NCLB Objective: NA

School wide Component: 5

Summative Evaluation: TELPAS TAKS AMAO PBMAS

Strategy	Resource	Person Responsible	Timeline	Evaluation
Certified ESL teachers will work with designated ESL students daily on each campus.	Title III ESL Funds Title I	Principals ESL Teacher	Daily	AMAO TAKS TELPAS
Teachers will have staff development on the ELPS and modification and accommodation training for LEP students.	Title III Title IIA ESL Funds	Assistant Superintendent, Principals	August 2010	Sign in sheets
An ESL TExES preparation class will be available for CISD teachers who wish to take the ESL exam at district expense. District will also provide funds for teachers to take and place ESL certification on their certifications.	ESL Funds SCE Title Funds Local Funds	Assistant Superintendent	August 2010 May 2011	Number of teachers who take the test
ESL materials, including computer stations and software, will continue to be supplied for the regular education classrooms where LEP students are served.	Title Funds, SCE ESL Funds	Assistant Superintendent	August 2010 May 2011	Invoices
ESL teachers will attend training on the TELPAS.	Local Funds	Assistant Superintendent	August 2010 February 2011	Sign in sheets
ESL students will receive reading intervention based on the RtI framework.	Local Funds SCE Title 1	Principals	August 2010 May 2011	TELPAS, TPRI, AIMSweb

**YHS Campus Improvement Plan
2010 - 2011**

Goal 4: Cameron ISD will be focused on academic improvement and closing the achievement gap.

Objective 4.8 YHS teachers will create a culture of high expectations for instruction in every classroom.

NCLB Objective(s): 3, 4

School wide Components: 6

Summative Evaluation: Parent and Community Surveys

Strategy	Resource	Person Responsible	Timeline	Evaluation
Training will be provided on working with At-Risk and students in Poverty through ESC 6 to ensure that teaching practices are aligned with best practice	Title Funds Stimulus Funds	Assistant Superintendent and Principal	August 2010	Staff Survey
Training will be provided on Effective Questioning Strategies 6 to ensure that teaching practices are aligned with best practice	Title Funds	Principal Assistant Superintendent	August 2010	Staff Survey
Training on CSCOPE implementation in ELAR & Math to ensure that instruction is aligned with current best practice	Title I funds	Principal Assistant Superintendent	August 2010	Staff Survey
Staff will receive training in professional protocols and procedures in confidentiality and professionalism in all aspects of their communication	Local Funds	Principal	August, 2010	Agendas, memoranda, work records, and principal documentation

**YHS Campus Improvement Plan
2010 - 2011**

Goal 5. Cameron ISD will be community oriented by promoting family involvement and cultural diversity.

Objective 5.1: YHS will provide opportunities for and encourage parents and community members to participate in all facets of the education of their children.

NCLB Objective: 4,5

School wide Components:

Summative Evaluation: Parental Involvement Report

Strategy	Resource	Person Responsible	Timeline	Evaluation
Opportunities will be enhanced to increase parent involvement and communication such as PTO/Booster Club, Meetings with Rotary and Lions Club, Meet the Teacher Nights, Parent/Teacher Conference Days, & Campus Orientation Meetings.	Local Funds	Principals	August 2010 - May 2011	Sign up sheets, Meeting Agendas, Feedback where available
Continue & expand the "Read to Succeed" Program. School Community and parents (VIPS) will read to the younger Yoemen and serve as role models and to increase the number of books read by students.	Local	Principals	Fridays throughout the school year	Campus Reports of students participating.
A community outreach will be initiated by YHS students to nursing home in the area.	Local	YHS Principal and counselors	September 2010 - May 2011	Number of students participating in program.
Enhancing PIES (Parents in Every School) Program at each campus in order to provide opportunities for parent involvement, educate parents on educational issues, and to engage parent partners.	Title I	Principals Counselor	Throughout year	Sign-in Sheets, Agendas
Positive postcards and phone calls will be done throughout the year by teachers of each campus.	Local Funds	Principals , teachers	August 2010 - May 2011	Report of Findings

Beautification Projects will be investigated and initiated in order to show pride in our school system. (Recycling, Junior Master Gardeners projects, Cleaning and upgrading facilities, Ag projects, etc.)	Local Funds	Administration	August 2010 - May 2011	List of beautification Projects done for the year
Meet the Teacher Nights at the beginning of school and Parent Conference Days will be held each semester	Local Funds	Principals, Teachers	August 2010, October 2010, February 2011	Sign In Sheets
Information will be provided to the Cameron Herald & the Waco Tribune Newspapers, Temple Daily Telegram, KTAE, KMIL, and school website on school activities. Yoemen Arrow will be published every 2 weeks by Journalism class	Local Funds	Principal and Sponsors Judy Nunn and Cordelia Jimenez	Each Semester	Printed Newspaper Articles KMIL Website, Evaluation of website
Information on admissions, financial aid, and scholarships for post secondary opportunities will be provided to students, parents, and teachers through handouts and the website (Counselor's Corner) and the Career Center	Local Funds	Counselors	Each Semester	Newspaper Report of Scholarships awarded, Career Center Sign-in Sheets, Copy of Advertisements and Flyers
Annual needs assessments and opinion surveys will be sent home to parents in English and Spanish.	Title I	Principal	Fall 2010	Completed and compiled survey results
A VIPS (Volunteer in Public Schools) Program will be initiated and/or expanded in order to increase the talents of our parents and community to positively impact the lives of our children	Local Funds Title I	Superintendent, Principal, and Counselors	Fall 2010	Volunteer Sign-up Sheets and Volunteer Program Report
Title I Parent Annual District Meetings, Parent-Teacher Compacts, Parent Education Opportunities, and all aspects of the Cameron Parent Involvement Policy will be implemented and evaluated to maximize parent/student involvement	Title I	Assistant Superintendent, Principals, Teachers, and Counselors	Throughout year	Sign up sheets and Agendas, Signed Compacts
Conduct a Summer Academy and Cameron Prep School for an extension for student learning in addition to the regular learning day/Extension for Learning	Local Title I Title VI	YHS Principal and Assistant Principal	September 10 - May 2011	Number of students participating in program.

**YHS Campus Improvement Plan
2010 - 2011**

Goal 6. Cameron ISD will promote innovation and collaboration to ensure improvement.

Objective 6.1: All YHS students will utilize technology, receive post-secondary opportunities and Career training.

NCLB Objective(s): 1.1, 1.2, 1.3

School wide components: 4

Summative Evaluation: PEIMS, PBMAS

Strategy	Resource	Person Responsible	Timeline	Evaluation
Incorporation of Science Gizmos at YHS	Title I Title II	Principals Science Teachers	August 2010-May 2011	Instructional Walkthroughes TAKS Results
Information on admissions, financial aid, and scholarships for post secondary opportunities will be provided to students, parents, and teachers through handouts and the website (<i>Counselor's Corner</i>) and the	Local Funds	Counselors	Each Semester	Newspaper Report of Scholarships awarded, Career Center Sign-in Sheets, Copy of Advertisements and Flyers
Training will be provided on use of Smartboards and additional Smartboards will be purchased	Title I State Technology Allotment Title VI	Assistant Superintendent Technology Director	August 2010 - May 2011	Walkthrough Reports and Lesson Plans
Teachers will utilize instructional technology to enhance instruction using Smart Boards, video streaming, probe-wear, calculators, computers, hand-held devices, and other technologies	State Technology Allotment Funds SCE Local Funds	Principal, Assistant Principal Technology Director	Aug. 10- June 11	Annual Technology Survey, Walkthrough Reports, Software Usage Reports
Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom	Title IID Local Funds	Principal, District Technology Director	Aug. 10 - June 2011	Lesson plans, classroom walk throughs, Monthly District Director Report
Trainers-of-Trainers will be established at each campus for support of integration of Smartboards into classroom instruction	Title IID	Director of Technology, Asst. Superintendent, Asst. Principal	Summer 2010	Staff Development Sign In Sheets, Classroom Observations
More Curriculum on Wheels (COWs) with wireless laptops will be purchased for on-line testing and technology integration with students.	State Technology Allotment Funds SCE Local Funds	District Technology Director, Asst Supt., Principals	2010-2011	Purchase Orders

Annual career day will be held at Yoe High School.	Local	Principal	Fall 2011	Student Evaluation of Career Day, Student Sign In Sheets
The ACT and SAT College Prep Assessment Programs will be offered through Test Prep in October 2010.	Local	Principal	6-Oct	ACT and SAT Progress Reports, ACT/SAT Effectiveness Review

**YHS Campus Improvement Plan
2010 - 2011**

Goal 6. Cameron ISD will promote innovation and collaboration to ensure improvement.

Objective 6.2: The YHS (CISD) vision, mission, and educational philosophy will be understood and visible through all aspects of communication.

NCLB Objective(s): 1,4

School wide Components: 2,10

Summative Evaluation: Parent Survey, Open Forum Comments

Strategy	Resource	Person Responsible	Timeline	Evaluation
The vision, mission, and educational philosophy statements will be included in distributed material.	Local Funds	Principals Counselor	Annually	Copy of informational material
Implement a "Higher-Education Awareness Program". District staff will periodically highlight their former alma-mater of higher education through displays of apparel, banners, announcements, college visitations, and speakers.	Local Funds	Principals Counselor	Once a month	Student Feedback
A staff survey will be given in order to plan for strategies of improvement of climate.	Title Funds	Assistant Superintendent Principals	October 2010	Survey Reports
The VIPS (Volunteer in Public Schools) Program will be expanded in order to increase the talents of our parents and community to positively impact the lives of our children.	Title Funds	Superintendent Principals	August 2010 - August 2011	Survey Reports
Attendance of district staff to state technology conference	Title II funds	Technology Director Campus Principals	December 2010- March 2011	Recommendations from those who attend
Increased involvement of Campus Advisory Committees to include review of class rank policy, offering of junior high courses, and district calendar.	Local Funds	Principal Counselor	Ongoing	Agendas, memoranda, work records, and principal documentation

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**YHS Campus Improvement Plan
2010 - 2011**

Goal 6. Cameron ISD will promote innovation and collaboration to ensure improvement

Objective 6.3: YHS will use various methods of communicating with the public.

NCLB Objective(s): 4,5

School wide Components: 2,5,7,9,10

Summative Evaluation: Parent Survey, Open Forum Comments

Strategy	Resource	Person Responsible	Timeline	Evaluation
District and Campus information will be sent to all media for publication, and CISD website will maintain current information.	Local Funds	Principals, District Technology Coordinator	Each 6 weeks	Published articles
Teachers will make positive parent contacts throughout the school year.	Local Funds	Principals, Teachers, Coordinators	August 2010 - May 2011	Telephone Logs, parent contact sheets, mailings
Meet the Teacher Nights at the beginning of school and Parent Conference Days will be held each semester.	Local Funds	Principal, Asst. Principal Teachers	August 2010, October 2010, February 2011	Sign In Sheets
Newsletters, bulletins, flyers, letters, and announcements will be sent home weekly.	Local Funds	Principals, Teachers, District Technology Coordinator	Weekly	Copies of those items
Campuses maintain current campus and classroom information on the campus section of the CISD website. Responsibility to keep teacher web pages, calendar, and downloaded documents current will be given to individuals through the district.	Local Funds	Superintendent, Director of Technology, Principals	Each 6 weeks	Website Review documentation

An automated phone calling system will be implemented so that parents are informed quickly and efficiently of communications concerning important school functions . (AlertNow)	Title Funds	Principals, PEIMS Clerks, and Campus Secretaries	August 2010 - June 2011	AlertNow Reports
Opportunities for parent/teacher communications will be evaluated and enhanced.	Local Funds	Principals Technology Director, Principals,	Monthly	Newsletters, Calendars Logs, School website
Information will be provided to the Cameron Herald, Waco Tribune Herald, & Temple Daily Telegram newspapers, KRXT, KMIL, and school website on school activities.	Local Funds	Principals	Each Semester	Printed Newspaper Articles KMIL Website, Evaluation of website
Annual needs assessments and opinion surveys will be sent home to parents in English and Spanish.	Title I	Principals	Fall 2010	Completed and compiled survey results

**YHS Campus Improvement Plan
2010-2011**

Goal 6. Cameron ISD will promote innovation and collaboration to ensure improvement.

Objective 6.4 YHS staff will promote Cameron ISD in positive ways.

NCLB Objective(s): 3, 4

School wide Components: 6

Summative Evaluation: Parent and Community Surveys

Strategy	Resource	Person Responsible	Timeline	Evaluation
Positive promotions will be provided to the Cameron Herald, Waco Tribune Herald, & Temple Daily Telegram newspapers, KRXT, KMIL, and school website on school activities by each campus.	Local Funds	Principals	Continuous	Printed Newspaper Articles KMIL Website, Evaluation of website
Participate in Leadership Milam County to increase awareness about Cameron ISD	Local Funds	Superintendent Assistant Superintendent Campus Principal	August 2010 - May 2011	Agendas
The district will continue in the enhancement of the promotional recruitment at various educator job fairs.	Title IIA	Principal Assistant Superintendent	October 2010 - April 2011	Completed Kit
An "Academic Excellence Team" will be organized and sent to visit schools of excellence in order to bring back high performance ideas to bring visions of high expectations to the district.	Local Funds	Leadership Team	Fall 2010	High performance ideas summarized from visits

**YHS Campus Improvement Plan
2010 - 2011**

Goal 7. Cameron ISD provide a safe and disciplined learning environment.

Objective 7.1 Facilities will be enhanced in order to promote Cameron ISD in positive ways.

NCLB Objective(s): 4

School wide Components: 6

Summative Evaluation: Parent and Community Surveys

Strategy	Resource	Person Responsible	Timeline	Evaluation
Scheduled Maintenance at Agriculture Farm to Enhance Facility	Local Funds	Superintendent Maintenance Department	August 2010 - May 2011	Invoices
Continue free breakfast program in order to provide nutritious meals for all faculty and student body to enhance student learning.	Local Funds	Superintendent Food Director	August 2010 - May 2011	Student Counts of students & staff eating breakfast
Investigate opportunities to enhance and provide the following school-owned facilities: baseball field, tennis courts with parking facilities.	Local Funds	Superintendent	August 2010 - May 2011	Budget Proposals and time-lines
Positive promotions will be provided to the Cameron Herald & the Waco Tribune Newspapers, Temple Daily Telegram, KTAE, KMIL, and school website on school activities by each campus.	Local Funds	Principal	Continuous	Printed Newspaper Articles KMIL Website, Evaluation of website
Positive postcards and phone calls will be done throughout the year by teachers of each campus.	Local Funds	Principal and Teachers	Aug 10 - May 11	Report of Findings
Cameron ISD will "buy local" whenever possible in order to promote and support local businesses.	Local Funds	Superintendent, Business Manager, Principal, all HS Staff	Aug 10 - May 11	Vendor Lists for current year
Beautification Projects will be investigated and initiated in order to shows pride in our school system. (Recycling, Junior Master Gardeners projects, Cleaning and upgrading facilities, etc.	Local Funds	Administration	Aug 10 - May 11	List of beautification Projects done for the year

**YHS Campus Improvement Plan
2010 - 2011**

Goal 7. Cameron ISD provide a safe and disciplined learning environment.

Objective 7.2: "Cameron ISD administrators and staff will consistently follow the policies and procedures of the Student Code of Conduct, Discipline Management Plan, and Handbooks."

NCLB Objective: 4

School wide Components: 7,10

Summative Evaluation: Parent Survey, Staff Evaluations, and Discipline Records

Strategy	Resource	Person Responsible	Timeline	Evaluation
A Discipline Management Plan will be written and placed in each campus student code of conduct in order to provide consistency between campuses.	Local Funds	Principals, Assistant Principals, Teachers	August 2010	Student Code of Conduct & Parent/Student Handbooks
Evaluate and improve the policies and procedures of the DAEP and ISS programs. Evaluate the behavior intervention processes. Evaluate representation of demographic groups in response to PBMAS reporting.	SCE Funds Title I Funds	Principal Asst. Principal	August 2010 - Policies Each 6-wk period for demo representation	Reports: (1) State Evaluation Reports, (2) Local Reports
Athletic, band, cheerleading, and NHS handbooks will be provided for students to enhance communication of expectations for programs and discipline.	Local Funds	Athletic Director Band Director Club/Group Sponsors	July 2010	Copies of Handbooks
Use of Discipline Now Program for Discipline Referral process	Local Funds	Asst. Principal	2010-2011	Staff Development Agendas
Evaluate and improve the policies and procedures of the DAEP and ISS programs. Evaluate the behavior intervention processes. Evaluate representation of demographic groups in response to PBMAS reporting.	SCE Funds Title I Funds	Principal Asst. Principal	August 2010 - Policies Each 6-wk period for demo representation	Reports: (1) State Evaluation Reports, (2) Local Reports

**YHS Campus Improvement Plan
2010 - 2011**

Goal 7. Cameron ISD provide a safe and disciplined learning environment.

Objective 7.3: YHS students will be educated in learning environments that are safe, drug free, and conducive to learning.

NCLB Objective: 4.1

School wide Components: 4,5,9, 10

Summative Evaluation: PEIMS, Discipline Referrals

Strategy	Resource	Person Responsible	Timeline	Evaluation
Continue Evaluating, revising, and implementing the safe and secure emergency response plan.	Local Funds	Principal and Superintendent	Each semester	Agenda Minutes from the campus safety teams and district team meetings
Selected staff members will attend workshops on drug and violence prevention and conflict resolution.	Title IV Funds Local Funds	Principals, Assistant Principals, Counselors	All Year	ESC Data Report & Burleson-Milam Staff Development Reports
Implement processes and procedures regarding HB 121 teen dating violence policy.	Local Funds	Assistant Superintendent Principals, Counselors	All Year	Teen Dating Violence Policy Processes & Procedures
The District will continue the use of drug dogs in YHS and CJH, and will utilize a comprehensive drug testing program.	Local Funds	Superintendent	All Year	Fewer drug dog alerts and a drop in positive drug test results
Anti-drug and anti-violence visuals will be posted throughout campuses.	Local Funds Title IV Funds	Superintendent	All Year	Fewer drug dog alerts and a drop in positive drug test results
Appropriate A/C and Heating Temperatures	SFSF Stimulus	Business Manager	August 2010 - August 2011	Attendance Rates

A staff survey will be given in order to plan for strategies of improvement of climate.	Title Funds	Assistant Superintendent Principals	October 2010	Survey Reports
An automated phone calling system will be used so that parents are informed quickly and efficiently of a crisis situation or school closings. (AlertNow)	Title Funds	Principals, PEIMS Clerks, and Campus Secretaries	August 2010 - May 2011	AlertNow Reports
A district-wide character plan will be initiated incorporating the six values posted in each campus building from past Yoemen tradition: knowledge, wisdom, truth, ethics, honor, and integrity. Reflective processes will occur during staff meetings to incorporate strategies into school culture. Strategies will be imbedded into announcements and classroom	Title Funds	Assistant Superintendent Principal, Counselors, and Language Arts Teachers	Activities each 6-week period with a different character trait	Reflective Processes of Character Building Form from each Campus
Mandatory Drug Testing will be conducted for any student in extra-curricular throughout both semesters	Local Funds	Principal and Superintendent	1-Aug	Policy Change FNF Local