

Hays Consolidated Independent School District

Camino Real Elementary School

2021-2022



Mission Statement

The mission of Camino Real Elementary, a community that embraces a culture of learning for all, is to cultivate confident, innovative thinkers who contribute to a global society by fostering diverse experiences, developing positive relationships, and maintaining high expectations in an intellectually stimulating environment. Beep Beep!

Vision

Children Reaching Extraordinary Success

Core Beliefs

- We believe all students have the ability to learn.
- We will maintain high expectations for all.
- We will build relationships to foster learning.
- We will promote higher-order thinking.
- We have a responsibility to teach and learn.

Goals

Goal 1: Hays CISD believes in the achievement of every student.

Performance Objective 1: Camino Real Elementary School will evaluate and address the individual needs of each student. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability, and career inventory data, to formulate their plan of study for high school credit beginning in the spring semester of their 5th grade year. Student performance will be evaluated in academics, college, career, and military readiness. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society. Through attention to individual student needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Evaluation Data Sources: Grade 5-12 Student Advising: Camino Real will utilize a career interest profiler to track academic advising beginning spring semester of 5th grade based on student interest and academic achievement. The campus will provide a report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: The campus will review and summarize student academic performance, accessibility gaps, and student growth goals using both campus achievement data as well as STAAR performance data.

College & Career Readiness: The campus will prepare a report to summarize college and career readiness activities for the school year.

Professional Development: The campus will participate in continuous differentiated just-in-time professional development in all content areas to support the campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day.

Social Emotional Learning: Camino Real will implement Social Emotional Learning (SEL) strategies with fidelity. Camino Real will track and monitor student participation in extra-curricular/club participation and attendance on an on-going basis.

Strategy 1 Details

Strategy 1: Reading:

The campus will improve reading performance by following the HMH adoption with fidelity, as well as implement Open Court in grades K-3 to increase fluency and comprehension. The campus will implement nonsense word checks with all students PK-2 using mClass. 3-5 will monitor CBA performance for every student and implement loop back instruction, and monitor learning by providing short common assessments every three weeks.

Strategy's Expected Result/Impact: Domain I:

We will use the 2020-2021 EOY STAAR Data. (same cohort)

4th Reading will increase 3% in each performance level. 55 % Approaches, 23% Meets, and 18% Masters.

SLAR: Approaches: 38%; Meets: 20%; Masters: 12%

We will use the 2020-2021 EOY STAAR Data. (same cohort)

5th Reading will increase 3% in each performance level. 53% Approaches, 19% Meets, and 10% Masters.

SLAR: Approaches:3%; Meets: 3%; Masters: 3%

Domain II-A:

We will use STAAR data in May to measure the following:

Of the 68 students in 5th grade that can be monitored for Domain II-A (Academic Growth), 50 students will earn 1 point. (Exceeded Progress)

Of the 67 students in 4th grade that can be monitored for Domain I-A (academic Growth), 51 students will earn 1 point. (Exceeded Progress)

Students grade K-2 will make at least 1 years expected growth from fall-spring using mClass data.

Kinder DIBELS Composite Score: TIER I EOY 65% of the students will score a 450 on mClass.

1st graders DIBELS Composite Score: TIER I EOY 65% of the students will score a 441 on mClass.

2nd graders DIBELS Composite Score: TIER I EOY 65% of the students will score a 439 on mClass.

Staff Responsible for Monitoring: Team Leaders

Instructional Coaches

Principal

Assistant Principals

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details

Strategy 2: Writing:

The campus will improve writing performance by implementing writer's workshop at all grade-levels. We will also explicitly plan for teaching conventions of writing and embed what was taught into individual conferencing. As well as, implementing the lessons of our new ELA adoption HMH.

Strategy's Expected Result/Impact: 100% of teachers will implement the writing process during Writer's Workshop and document in lesson plans.

Staff Responsible for Monitoring: Instructional Coaches

Principal

Assistant Principal

Title I Schoolwide Elements: 2.4

Strategy 3 Details

Strategy 3: Math:

The campus will improve math performance by continuing to apply the small group/guided math instruction, build numeracy using Factastic, and by continuing to apply mathematical concepts to real world applications while developing problem solving skills using Problem of the Day PK-5.

Strategy's Expected Result/Impact: Math:

Domain I:

Using their EOY STAAR Data 2020-2021 (Same Cohort), 4th Math will make a 5% gain in each of the Performance Levels. 43% Approaches, 16% Meets, and 10% Masters on their 2022 STAAR in May.

Using their EOY STAAR Data 2020-2021 (Same Cohort), 5th Math will make a 10% gain across all Performance Levels. 59% Approaches, 34% Meets, and 25% Masters on their 2022 STAAR in May.

Domain II-A:

We will use STAAR data in May to measure the following:

Of the 68 students in 5th grade that can be monitored for Domain II-A (Academic Growth), 53 students will earn 1 point. (Exceeded Progress)

Of the 60 students in 4th grade that can be monitored for Domain I-A (academic Growth), 44 students will earn 1 point. (Exceeded Progress)

On the mClass Overall Measure:

75% of Kindergarteners will earn an Established on the EOY.

80% of 1st grade students will earn an Established on the EOY.

80% of 2nd grade students will earn an Established on the EOY.

Staff Responsible for Monitoring: Team Leaders

Instructional Coaches

Principal

Assistant Principal

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy

Strategy 4 Details

Strategy 4: Science/STEAM:

The campus will improve science performance by providing aligned TIER 1 instruction and using the Gizmo app and STEMSCOPES to provide opportunities and real life connections of the content taught.

Strategy's Expected Result/Impact: We will use the 2021-2022 STAAR Data.

Our goal is to earn a Distinction on 21-22 STAAR in May.

Approaches: 75%

Meets: 20%

Masters: 27%

PK-5 students will participate in the Camino Real Science Fair. 3-5 students who place 1st, 2nd, and 5th will participate in the Austin Energy Regional Science Fair in February.

Staff Responsible for Monitoring: Team Leaders

Instructional Coaches

Principal

Assistant Principal

Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy

Strategy 5 Details

Strategy 5: Social Studies:

The campus will improve social studies performance embedding social studies student expectations into reading and writing lesson plans.

Strategy's Expected Result/Impact: 100% of the teachers will include a writing task that includes opportunities for students to analyze, summarize and/or make connections using the overarching understanding or questions provided in the content resource page at the end of every unit.

Staff Responsible for Monitoring: Team leaders

Instructional Coaches

Principal

Assistant Principals

Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy

Strategy 6 Details

Strategy 6: Strategy 6

Instructional Planning:

The district's C&I department will ensure Professional Development and on-going support for teachers by providing PLC days that allow teachers time to work collaboratively on the lesson and unit plans with District Coordinators and Coaches.

Strategy's Expected Result/Impact: 90% of teachers will score proficient or higher on TTESS Dimension 1.1 Standards and Alignment.

Staff Responsible for Monitoring: Instructional Coaches

Administrators

Support from District Coordinators

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Progress Monitoring:

The campus will monitor progress of individual students during PLC.

Strategy's Expected Result/Impact: 1 PLC every month will be dedicated to monitoring the progress of individual students every 4 weeks until May.

Staff Responsible for Monitoring: Team Leaders
Instructional Coach

Title I Schoolwide Elements: 2.6

Strategy 8 Details

Strategy 8: Data and Assessment:

The campus will assess students for learning by analyzing data from mClass, District CBAs, Campus-Based Assessments, and benchmarks.

Strategy's Expected Result/Impact: One PLC every month will be dedicated to analyzing data and assessments for the purpose of adjusting instruction every 4 weeks until June.

Staff Responsible for Monitoring: Instructional Coaches, Administrators, Teachers

Title I Schoolwide Elements: 2.6

Strategy 9 Details

Strategy 9: Strategy 9

Response to Intervention:

The campus will utilize the district RTI model, to support, monitor and document the unique needs of students by identifying student needs, establishing student SMART goals, providing Tier 2 & 3 intervention support, monitoring student progress, and keeping families informed of student progress.

Strategy's Expected Result/Impact: Interventionists will hold after school sessions to support teachers at least once every nine weeks. 100% of teachers will meet with admin to discuss individual students growth every nine weeks and monthly PK-1.

Staff Responsible for Monitoring: Interventionists, Teachers

Title I Schoolwide Elements: 2.4, 2.6

Strategy 10 Details

Strategy 10: Strategy 10

English Learners:

The campus will support ELL students by implementing the 7-Steps of a Language -Rich classroom and use of Imagine Learning, while ensuring that ELPS are implemented into lesson planning.

Strategy's Expected Result/Impact: Our TELPAS composite scores will increase 10% at each of the Performance Levels by the EOY as follows:

B- 17%

I- 44%

A- 38%

AH- 13%

Staff Responsible for Monitoring: Instructional Coaches

Principal

Assistant Principal

Title I Schoolwide Elements: 2.4, 2.6

Strategy 11 Details

Strategy 11: Strategy 11

Closing the Gap:

The campus will close the gap in student achievement for "All Students" subgroup in Reading and Math and "Student Success" for "all Students" and "White" subgroups through effective PLC processes and data driven instruction.

Strategy's Expected Result/Impact: We will meet the Target Score of 44% for Reading and 46% in Math on the STAAR assessment in May.

Staff Responsible for Monitoring: Instructional Coaches, Teachers, Administrators

Title I Schoolwide Elements: 2.4, 2.6

Strategy 12 Details

Strategy 12: Special Education Services:

The campus will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) by purposefully balancing the schedule of services to provide the least restrictive environment based on student needs including the Co-Teach and Resource Models.

Strategy's Expected Result/Impact: The SPED Current and Former subgroup performance will increase by 3% at each of the passing performance levels at Approaches, Meets and Masters level as measured by STAAR for each content tested.

SPED Current:

Reading

Approaches: 25%; Meets: 11%; Masters: 4%

Math:

Approaches: 29%; Meets: 18%; Masters: 3%

Science:

Approaches: 23%; Meets: 13%; Masters: 3%

SPED Former:

Reading:

Approaches: 41%; Meets: 28%; Masters: 16%

Math:

Approaches: 47%; Meets: 14%; Masters: 14%

Science:

Approaches: *; Meets: *; Masters: *

Staff Responsible for Monitoring: Sped Team Leader

Instructional Coaches

Principal

Assistant Principal

Title I Schoolwide Elements: 2.4

Strategy 13 Details

Strategy 13: Dyslexia Services:

The campus will support students identified as dyslexic by scheduling pull-out services with dyslexia teacher and ensuring the collaboration of Gen Ed teachers and dyslexia teachers to determine individualized accommodations as well as ensuring that 504 plans are up to date.

Strategy's Expected Result/Impact: The overall performance of students identified as a student with dyslexia will increase by 3% in Domain 1 at the Approaches, Meets and Masters level as compared to the 2020-2021 EOY Benchmarks.

Staff Responsible for Monitoring: Dyslexia teachers, classroom teachers, administrators

Title I Schoolwide Elements: 2.4

Strategy 14 Details

Strategy 14: 504 Services:

The campus administration will ensure that all students identified as needing 504 services will be provided with access to general education opportunities that are progress monitored by teachers.

Strategy's Expected Result/Impact: One PLC every month will be dedicated to monitoring the progress of individual students every 4 weeks until May.

Staff Responsible for Monitoring: Assistant Principal

Title I Schoolwide Elements: 2.4

Strategy 15 Details

Strategy 15: Accelerated Instruction for At-Risk Students:

The campus will support students identified as at-risk by planning lessons with strong Tier 1 instruction and monitoring their progress through frequent and purposeful formative assessments.

Strategy's Expected Result/Impact: One PLC every month will be dedicated to monitoring the progress of individual students every 4 weeks until May.

Staff Responsible for Monitoring: Instructional Coaches
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.6

Strategy 16 Details

Strategy 16: Gifted and Talented Services:

The campus will differentiate instruction for G/T students by ensuring that lesson planning is done collaboratively to ensure differentiation that includes acceleration and enrichment. The campus will schedule one GT showcase event in the spring.

Strategy's Expected Result/Impact: One PLC every month will be dedicated to monitoring the progress of individual students every 4 weeks until May. 100% of GT students will complete a GT project and present during the spring showcase.

Staff Responsible for Monitoring: GT Lead

Strategy 17 Details

Strategy 17: College, Career and Military Readiness:

The campus will increase opportunities for students to learn and demonstrate career readiness skills by giving students leadership opportunities and expose students to different career paths through career day.

Strategy's Expected Result/Impact: 1 College Fair

1 Career Fair

Staff Responsible for Monitoring: Counselor

Strategy 18 Details

Strategy 18: Pre-Kindergarten Program:

The campus will increase readiness for Kindergarten by using the PK guidelines and setting high expectations for our PK students.

Strategy's Expected Result/Impact: 1 parent engagement meeting a month will be held for PK students from November-May.

Staff Responsible for Monitoring: Principal

PK Teachers

Title I Schoolwide Elements: 2.4, 2.6, 3.2

Strategy 19 Details

Strategy 19: Strategy 19

Instructional Technology:

All grades PK-5 will continue using Blending Learning by using software to monitor data and provide interventions.

Strategy's Expected Result/Impact: 100% of our K-5 grade students will use Dreambox as recommended by research to predict growth patterns. 65% of the students will demonstrate at least 10% growth by May.

Goal 2: Hays CISD is dedicated to the safety of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus, in accordance with the district, will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, COVID19 safety/prevention planning/reporting, and maintaining an environment of trust between adults and all students. Our Emergency Operations Plan (EOP) is updated annually and followed with fidelity.

Evaluation Data Sources: The principal will provide an overview of campus safety protocols and safety training completed by the campus. An overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies) will be shared with the district in a report that will include the participation rates/numbers for SEL programs.

Strategy 1 Details

Strategy 1: Student Safety:

The campus will provide counseling and guidance services through CIS or campus guidance and counseling program, including our Social Emotional Learning rotations to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention.

Strategy's Expected Result/Impact: 100% of all campus personnel will complete the mandatory suite of state training's (suicide awareness/prevention, blood-borne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse.

Our Guidance Counselor will provide classroom guidance for grades PK-5. Our counselor will provide training on referring students to counseling and CIS.

We will add an SEL special areas rotation to support all students PK-5.

By providing counseling services as described above, our Family Community Survey results will increase in the area of Safety on Campus will increase by 5%.

Staff Responsible for Monitoring: Campus Counselor

CIS Program Manager

SEL Special Areas Rotation teacher

Title I Schoolwide Elements: 2.5

Strategy 2 Details

Strategy 2: Social Emotional Learning:

Camino Real will teachers will implement 7 Mindsets. The counselor will provide academic advising for our 5th grade students.

Strategy's Expected Result/Impact: 100% of teachers will implement 7 Mindsets SEL program. The addition of an SEL special areas rotations will support the growth mindset of all students. Discipline Referrals will be reduced by 1% using the 2019 Discipline Referral data by the last day of school in May.

Staff Responsible for Monitoring: Principal

Counselor

SEL Special Areas Teacher

Title I Schoolwide Elements: 2.5

Strategy 3 Details

Strategy 3: Increasing Attendance, Drop-Out Prevention:

The campus will increase the attendance rates by monitoring attendance making parent contacts when students are absent, documenting parent contact attempts, utilize teacher/student incentives and CIS support when appropriate.

Strategy's Expected Result/Impact: Attendance will increase by .2 percentage points from using 2019 data by May.

Staff Responsible for Monitoring: Assistant Principals
Attendance Clerk

Strategy 4 Details

Strategy 4: Student Engagement:

The campus will support the participation of students in all virtual and in-person events provided by the school.

Strategy's Expected Result/Impact: 100% of students will be allowed to participate in campus funded events.

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Intervention Support:

The campus will use the positive behavior intervention support (PBIS) model by participating in a PBIS pilot training at the beginning of the school year and ensuring common expectations.

Strategy's Expected Result/Impact: The CRES CARE Team will meet monthly to address student needs through an MTSS approach.

Staff Responsible for Monitoring: Principal

Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity.

Performance Objective 1: Cultivating a culture of positive engagement and public service requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Camino Real is committed to increasing client engagement both internally and externally.

Evaluation Data Sources: Staff will receive targeted training after a process review, in the areas of customer service and community relations. An employee engagement survey will be given and the results will be utilized to address needs as identified. Camino Real will develop strategies and systems to make this the best place to work.

Strategy 1 Details
<p>Strategy 1: Customer Service: Camino Real will provide excellent customer service to parents, students and community.</p> <p>Strategy's Expected Result/Impact: Our Family and Community Engagement survey will be rated 90% as great or excellent in customer service.</p> <p>Staff Responsible for Monitoring: Principal Principal Secretary</p>
Strategy 2 Details
<p>Strategy 2: School Community Involvement: The campus will involve families in meeting high expectations for student performance by increasing communication modalities, develop and cultivate partnerships with feeder schools, develop a parent and community involvement committee with Communities In Schools and School Personnel.</p> <p>Strategy's Expected Result/Impact: 10% increase in Parental Involvement through monitoring event attendance counts.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2</p>
Strategy 3 Details
<p>Strategy 3: Goal Setting (CNA/CIP/DIP): The campus principal will meet quarterly with the Deputy Academic Officer, to provide formative reviews of the campus improvement plan, inclusive of the comprehensive needs assessment.</p> <p>Strategy's Expected Result/Impact: All 4 Quarterly meeting notes will be documented in the Plan Notes section of the CNA/CIP</p> <p>Staff Responsible for Monitoring: CLT Principal</p>

Strategy 4 Details

Strategy 4: Communicating Student Achievement to Parents:

The campus will communicate a student's mastery of the curriculum in a timely manner by entering information into parent portal and parent teacher conferences (at least twice per year)

Strategy's Expected Result/Impact: 100% of teachers will provide progress reports and enter grades into parent portal.

Weekly Newsletters

2 parent engagement meeting will be planned for all 5th grade parents to communicate their child's achievement and include any strategies as a home to connection component. (Virtual)

2 PK parent engagement meeting will be planned for all PK parents. (Virtual)

Staff Responsible for Monitoring: Principal

PK and 5th grade teachers

Title I Schoolwide Elements: 3.2

Strategy 5 Details

Strategy 5: Professional Learning Communities:

The campus will have teachers meet regularly through professional learning communities (PLCs) to articulate learning goals based upon the curriculum, analyze student data, evaluate student work, and plan engaging instruction.

Strategy's Expected Result/Impact: 100% of PLC meeting notes will indicate that teachers are engaged in discussion of the four questions.

Staff Responsible for Monitoring: Principal

Assistant Principals

ICs

Team Leads

Title I Schoolwide Elements: 2.5

Strategy 6 Details

Strategy 6: Parental and Family Engagement Plan.:

The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.

We will plan monthly PK meetings and at least two 5th grade meetings by the end of the year.

Strategy's Expected Result/Impact: 100% of Title I campuses will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the Parental and Family Engagement Plan.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 3.1, 3.2