

# Hays Consolidated Independent School District

## Camino Real Elementary School

2023-2024



**Board Approval Date:** November 28, 2023  
**Public Presentation Date:** November 13, 2023

# 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, growth, and success of every student.

**Performance Objective 1:** Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

## High Priority

### HB3 Goal

**Evaluation Data Sources:** Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career, and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/ masters % vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

Professional Development: Campus staff will participate in differentiated Just-in-Time professional development offered by the District in all content areas to support our campus initiatives and student achievement goals. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

## Strategy 1 Details

### **Strategy 1: Reading Language Arts:**

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 the use of Amplify, regularly update student groups, and provide targeted small-group instruction in grades K-3. Grades 2-5 will monitor CFA performance and unit checks for every student and implement loop back instruction, and monitor learning by providing short common assessments every three weeks. ELPS will be implemented into every lesson throughout the year to increase student learning and achievement of reading concepts and skills by teaching language through content instruction in small group rotations and stations.

100% of the students in grades K through 5th grade will write at least one constructive response per week using the R.A.C.E strategy with all the components needed to successfully write a readers response citing evidence with 100% accuracy for 70% of the students in grade 2-5 by May. Grade-levels will analyze data using student learning protocols and determine next steps during PLC. ELPS will be implemented into every lesson throughout the year to increase student learning and achievement of writing concepts and skills by teaching language through content instruction in small group rotations and stations.

**Strategy's Expected Result/Impact:** By May, students will demonstrate increase in reading and writing STAAR scores (Domain I 70% and Domain II 53 pts) and EOY mClass performance ranges from Yellow to Green range.

**Staff Responsible for Monitoring:** Teachers, Team Leaders, Admin Team

### **Title I:**

2.4

#### **- TEA Priorities:**

Build a foundation of reading and math

#### **- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### **- Targeted Support Strategy - Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 1

### Strategy 2 Details

**Strategy 2: 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, and using Math Stem Scopes with fidelity. ELPS will be implemented into every lesson throughout the year to increase student learning and achievement of math concepts and skills by teaching language through content instruction in small group rotations and stations.

**Strategy's Expected Result/Impact:** By May, students will increase math STAAR scores (Domain I 70% and Domain II 53 pts) and EOY MAP performance from red to yellow.

**Staff Responsible for Monitoring:** Teachers, Team Leads, Admin Team

**Title I:**

2.4

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1

### Strategy 3 Details

**Strategy 3: Science/STEAM:**

The campus will improve science performance by providing aligned TIER 1 instruction and aligned lesson plans, as well as planning required percentage of labs (5th/4th- 50%; 3rd/2nd- 60%; kinder/1st- 80%), to support the understanding of the natural world and can show how systems work. ELPS will be implemented into every lesson throughout the year to increase student learning and achievement of science concepts and skills by using speaking modalities during small group rotations and stations.

**Strategy's Expected Result/Impact:** By May, students will increase our science STAAR scores from 49% Approaches to 70% in Domain I.

**Staff Responsible for Monitoring:** Elem Science Coordinator, Admin team, Science Teachers

**Title I:**

2.4

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Strategy 4 Details

**Strategy 4: Social Studies:**

The campus will improve social studies performance by embedding social studies student expectations into reading and writing lesson plans. Social studies will be explicitly taught weekly using the district resource provided by Kim Pena. ELPS will be implemented into every lesson throughout the year to increase student learning and achievement of social studies concepts and skills by teaching using speaking modalities during small group rotations and stations.

**Strategy's Expected Result/Impact:** By May, students in 3rd-5th will increase writing scores using expository content.

By May, EBs will increase by one performance level in writing.

**Staff Responsible for Monitoring:** SS Teachers

**Title I:**

2.4

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Strategy 5 Details

**Strategy 5: Professional Learning Communities:**

A common planning period will be implemented into our Master Schedule to accommodate grade-level PLCs. Teachers will implement Solution Tree strategies to plan, including District PLC strategies found in the PLC Handbook. All grade-levels PLCs will follow a cycle of teaching and learning that will be facilitated by the campus instructional coaches and team leads. District Content Coordinators will participate during the Weekly PLC unit overview.

**Strategy's Expected Result/Impact:** By implementing PLC cycles, students will increase performance levels in mClass, MAP, and STAAR in May.

**Staff Responsible for Monitoring:** Admin

Campus ICs

Content Coordinators

**Title I:**

2.5

**- TEA Priorities:**

Recruit, support, retain teachers and principals

#### Strategy 6 Details

**Strategy 6: Progress Monitoring:**

Teachers grades K-5 will use mClass to Progress Monitor 100% of the students in the area of reading once a week for students who need intensive support (red), every two weeks for students in strategic support (yellow), and every three to four weeks for students who are at benchmark or above (green and blue) ongoing until May.

**Strategy's Expected Result/Impact:** By May, mClass data will improve from yellow to green in the benchmark scores.

### Strategy 7 Details

**Strategy 7:** College, Career and Military Readiness: The campus actively seeks industry professionals to present to the students and engage them in purposeful real-world experiences during a campus career day. Students in all grade levels will be exposed to college and career pathways through counseling lessons and academic advising.

**Strategy's Expected Result/Impact:** By May, students in 5th grade will be invited to at least two college visits.

### Strategy 8 Details

**Strategy 8:** Multilingual:

Implement the use of sheltered instruction in all classrooms to support language rich classrooms campus-wide, embedding writing across the content areas, implementing listening and speaking stations in ELA classrooms, and posting language objectives daily.

**Strategy's Expected Result/Impact:** By May, students will increase TELPAS scores from 46% in Domain 3 to 50%.

**Staff Responsible for Monitoring:** Teachers, Team leads

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Strategy 9 Details

**Strategy 9:** Special Education:

Special education students subgroups will be monitored during PLC. We will analyze their CBA, unit checks and benchmark data to monitor progress in mostly reading and math. We will meet with teachers, both gen ed and sped, to discuss data and instructional steps needed for individual students.

**Strategy's Expected Result/Impact:** The special education sub-population will increase in the STAAR Domain I by 3% points, Approaches from 38% to 41%, Meets from 6% to 9% and Masters from 0% to 3%.

**Staff Responsible for Monitoring:** Assistant Principal

Special Education Teachers

General Education Teachers

**TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1

### Strategy 10 Details

**Strategy 10:** Highly Mobile & At-Risk:

100% of the teachers will implement check-ins daily for 100% of the students and provide community circles to ensure students are socially and emotionally ready for learning everyday.

**Strategy's Expected Result/Impact:** All at-risk and highly mobile students will demonstrate growth by the end of the year on STAAR.

**Staff Responsible for Monitoring:** Teachers, team leads, counselor, and admin.

**Problem Statements:** Demographics 1



**Goal 2:** Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

**Performance Objective 1:** A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district and each campus will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

**Evaluation Data Sources:** Safety and Security: The Board will receive a brief narrative posted in the Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

Strategy 1 Details
<p><b>Strategy 1: Student Safety:</b> The campus will provide counseling and guidance services through CIS or a 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Our school counselor and CIS PM will evaluate 100% of students who make a suicide outcry using our District's Assessment and record findings in Navigate 360.</p>
Strategy 2 Details
<p><b>Strategy 2: Social Emotional Learning:</b> Camino Real teachers will implement community circles and check-ins campus-wide, daily. The counselor will provide character ed on a 3 week rotation for students Pre-K -5th, as well as academic advising for our 5th grade students. We will implement Emergent Tree components.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of our students will agree that they could go to one adult at school on the school issued SEL survey.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor ICs Administration</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1</p>

### Strategy 3 Details

**Strategy 3: Mental Health:**

100% of the classrooms will have daily check-ins to monitor students mood and feelings about school. 100% of the staff is trained to listen for student and adult out cries, and the systems and processes used for Behavior Threat Assessment and Suicide Behavior Assessments. Our Communities In Schools Program Manager and School Counselor work together to triage cases, and provide families with mental health resources.

**Strategy's Expected Result/Impact:** By May, 100% of the classrooms will use a check in system daily to monitor students mood and feelings towards school.

**Staff Responsible for Monitoring:** Classroom Teachers  
Emergent Tree/SEL Committee

### Strategy 4 Details

**Strategy 4: Increasing Student Attendance:**

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

**Strategy's Expected Result/Impact:** By May, our ADA will increase from 94% to 96%.

**Staff Responsible for Monitoring:** Assistant Principal and Attendance Committee

**Title I:**  
2.5

### Strategy 5 Details

**Strategy 5: Student Engagement:**

The campus will support the participation of students in all events provided by the school, for example, clubs and monthly activities.

**Strategy's Expected Result/Impact:** 100% of our students will participate in at least two school sponsored events by May.

**Problem Statements:** Demographics 1

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

**Performance Objective 1:** The campus will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally.

**Evaluation Data Sources:** The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

#### Strategy 1 Details

**Strategy 1:** School Community Involvement:

The campus will involve families in meeting high expectations for student performance by increasing communication modalities, developing and cultivating partnerships with feeder schools, and developing a parent and community involvement committee with Communities In Schools and School Personnel.

**Strategy's Expected Result/Impact:** 100% of our teachers will meet monthly with parents to communicate high expectations and providing families with strategies for supporting increased student performance on the EOY district and/or state assessments (STAAR).

**Problem Statements:** Demographics 1

#### Strategy 2 Details

**Strategy 2:** Family Engagement / Parent Involvement:

We will send weekly parent newsletters via Blackboard, FaceBook, Class Do jo to keep families informed. We will plan a minimum of 7 family events.

**Strategy's Expected Result/Impact:** 90% of families who answer the Family Survey will Strongly agree or Agree that the school informs families about school-sponsored activities, such as tutoring, after-school programs, and student performances at the end of the year on Family Engagement Survey.

**Staff Responsible for Monitoring:** Special Areas teachers and Camino Real Social Committee.

**Title I:**

4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Student Learning 1

# State Compensatory

## Budget for Camino Real Elementary School

**Total SCE Funds:** \$26,870.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

CRES will utilize its supplemental SCE funds to hire additional tutoring staff to support the needs of struggling learners and purchase additional supplemental instructional materials for small group intervention.

## Personnel for Camino Real Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Guadalupe Mallen	Instructional Coach	1
Melissa Rivera-Brown	Interventionist	1
Nancy Alvarado	Interventionist	1

# Title I

## 1.1: Comprehensive Needs Assessment

CNA can be found in Plan4Learning along with the CNA process overview. CNA meeting artifacts are housed in Title 1 crate.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan was developed with appropriate stakeholders. CIP meeting artifacts are housed in Title 1 Crate.

## 2.2: Regular monitoring and revision

The CIP is monitored and reviewed on a quarterly basis. CIP formative and summative reviews are housed inside of Plan4Learning as part of the CIP.

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

All CIPs and the DIP are made available in English and in Spanish on the [Hayscisd.net](https://www.hayscisd.net) website, and hard copies are available at the Hays CISD Central Administration Building located at 21003 IH 35 Frontage Rd., Kyle TX. Each campus's CIP can also be found on the Campus website.

## 2.4: Opportunities for all children to meet State standards

CRES actively plans for student success through the selection of high-quality instructional materials, professional development that is based on data and aligned to student and teacher needs, student-focused data-driven instruction, Professional Learning Communities, and PBIS strategies and mental health supports to encourage student success. Many of these activities are supplemental activities, funded using Title 1 funds, and documented in the CIP in relation to the strategies they support.

## 2.5: Increased learning time and well-rounded education

CRES balances academic learning time with enrichment through Specials and elective classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology, and Social Emotional Learning. All elementary campuses also have student clubs to increase enrichment opportunities, with the clubs varying based on teacher skills and student interest. All campuses K-8 offer Intervention in Math and Reading provided by a certified teacher in a pull-out setting, and all middle school campuses offer additional learning time afterschool through tutorials with their teachers.

## 2.6: Address needs of all students, particularly at-risk

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

### **3.1: Annually evaluate the schoolwide plan**

The Title 1 Plan is embedded in the Campus Improvement Plan. The plan is reviewed quarterly with a final summative evaluation completed in June. The summative evaluation reviews the effectiveness of Title 1, SCE, and other federal grant expenditures (Including ESSA, Perkins, IDEA, etc.) on increasing student achievement. The evaluation reviews are embedded in the CIP in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Each Title 1 campus revises its PFE Policy and annual activities each Spring at the Spring Title 1 Meeting and at the SBDM (CLT) meeting. These policies are translated into Spanish, and then the PFE policy is made available on the Campus/District website with hard copies made available at the Hays CISD Administration Building in the Federal Programs office.

### **4.2: Offer flexible number of parent involvement meetings**

Each campus is required to hold at least 6 parent involvement over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the same is true for the Spring Parent Engagement evaluation meeting. The LEA will offer a variety of Parent Involvement activities in coordination with other Federal Programs and Departments including CTE, Multilingual, MKV, Counseling and Mental Health, Special Education, and MTSS/Dyslexia. CRES uploads meeting documentation into Title Crate.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Roxanna Garza	Instructional Coach		1
Sylvia Martinez	Instructional Coach		1

# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Yvette Soliz	Principal
Administrator	Alberta De La Paz	Assistant Principal
Non-classroom Professional	Araceli Ramirez	Secretary to the Principal
Community Representative	Carolina Sisti	Camp Gladiator Trainer
District-level Professional	Carolina Duncan	New Teacher Coordinator
Classroom Teacher	Rhiana Braue	PK teacher
Classroom Teacher	Elsie Uribe-Holcomb	1st Teacher
Administrator	Cynthia Sierra	K Teacher
Classroom Teacher	Norma Walker	3rd teacher
Classroom Teacher	Andreanna Medel	4th Teacher
Classroom Teacher	Jennifer Rodriguez	5th Teacher
Classroom Teacher	Pam Bessey	Special Education Teacher
Support Staff	Gina Fiaschetti	Librarian
Support Staff	Roxanna Garza	Instructional Coach