

**Leander Independent School District**  
**Camacho Elementary**  
**2015-2016 Campus Improvement Plan**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We started the school year with 605 students at Camacho Elementary. We are a full Title 1 school for the 2015-2016 school year.

Economically disadvantaged: 42%

Special Education: 14%

White: 57%

Hispanic: 35%

ELL: 4%

### Demographics Strengths

Our non economically disadvantaged students are scoring close to district average in reading.

3rd grade reading - District - 85%, Camacho 81%

5th grade reading - District 93%, Camacho 92%

### Demographics Needs

We have a significant achievement gap between Non economically disadvantaged and economically disadvantaged, as well as our special education population. Most gaps were approximately 30 points, and the special education gap was approximately a 50 point gap in all subject areas.

## Student Achievement

### Student Achievement Summary

With having limited data for 3rd, 4th and 5th graders, we can see the scores are significantly below district average in every STAAR tested subject. We have large gaps between non-economically disadvantaged students and economically disadvantaged students in all subject areas. We have also reviewed our DRA reading levels for Kindergarten through 5th grade. On average, over 1/3 of our students are reading below grade level in K-5. As a brand new school in Leander ISD, we do not have processes in place to identify and target the needs of our K-5 students.

### Student Achievement Strengths

- Non-economically disadvantaged students scoring slightly below district average some subject areas:
- 3rd Reading: District: 85% Camacho Non-economically disadvantaged 81%
- 5th Reading: District 93% Camacho Non-economically disadvantaged 92%
- 5th Science: District 80% Camacho Non-economically disadvantaged 77%
- 45% of 2nd graders exceeded grade level on DRA.

### Student Achievement Needs

Being a new school, we have only received 2014-2015 STAAR data from our 3rd, 4th, and 5th grade students from 3 other sending schools.

- 3rd grade - Reading: District 85% Camacho 71% (non-economically disadvantaged/economically disadvantaged) 81% - 60%
- 3rd grade - Math: District 32 Camacho 26.9 (non-economically disadvantaged/economically disadvantaged) 29 - 24
- 4th grade - Reading: District 83% Camacho 61% (non-economically disadvantaged/economically disadvantaged) 75% - 44%
- 4th grade - Math: District 30.1 Camacho 25.5 (non-economically disadvantaged/economically disadvantaged) 28 - 22
- 4th grade - Writing: District 75% Camacho 50% (non-economically disadvantaged/economically disadvantaged) 69% - 28%
- 4th grade - DRA 43% students reading below grade level EOY
- Kindergarten - DRA 30% students reading below grade level EOY

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We recruited teachers from other Leander ISD schools with a common vision for STEM. Teachers were able to submit their letters of interest and complete a HireVue interview before being considered to work at Camacho Elementary. We chose a staff of veteran teachers, and only one teacher from another district.

### **Staff Quality, Recruitment, and Retention Strengths**

- Veteran staff
- Common vision and professional development for STEM
- Best practices through Leander ISD professional development
- Departmentalization: teaching to their strengths

### **Staff Quality, Recruitment, and Retention Needs**

- Continued STEM professional development
- Identification of STEM Innovators
- Recruiting like minded staff with a vision for STEM as our school grows

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

We are a new school in Leander ISD and have not established processes yet to address curriculum, instruction, and assessment.

We will have a STEM focus at our school as a culture to change the way we instruct our students. Our staff attended 3 days of STEM staff development in preparation for the 2015-2016 school year.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

We invited the new Camacho families to a community meeting on June 1, 2015, to talk about our vision for the 2015-2016 school year. We also shared our Title 1 information and involvement opportunities. We have gathered information through an online survey, and invited them to our school on various occasions prior to opening. We have participated in a neighborhood walk to reach out to our community before school starts. Our families have also been attending our morning "Liftoff" morning announcements.



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data

## **Student Data: Student Groups**

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Section 504 data
- Response to Intervention (RTI) student achievement data

## **Parent/Community Data**


- Parent surveys and/or other feedback

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase number of K-5 students reading at or above district average by end of year. (DRA gap: K-9%, 1st - 0%, 2nd - 8%, 3rd - 14%, 4th - 21%, 5th - 14%)


### Summative Evaluation: DRA

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Camacho staff will implement a schoolwide flex time (K-5) from 8:00-8:30 Monday-Thursday focusing on literacy (intervention and enrichment groups).	1, 2, 3, 8, 9	Principal Assistant Principal All staff members	DRA Scores STAAR scores 18 week benchmark data			
				Funding Sources: 199 - General Funds		
2) Teachers will work collaboratively with instruction coach and SRP teachers in order to interpret DRA/TPRI data to strategically target student learning needs.	1, 2, 8, 9	Principal Teachers Instruction coach SRP teachers	DRA/TPRI			
				Funding Sources: 199 - General Funds		
3) Teachers will use nonfiction texts with language arts/science to make learning meaningful and relevant.	1, 2, 3, 9	Principal Teachers Instruction Coaches	DRA/TPRI			
				Funding Sources: 199 - General Funds		
4) Family Literacy Nights (fall and spring) sponsored by PTA.	1, 2, 6, 10	Principal Teachers	Parent Feedback Student feedback Teacher feedback			
				Funding Sources: 199 - General Funds		
5) Parents will be invited to be actively involved in the academic information provided by a Title I meetings.	1, 2, 4, 6, 9, 10	Principal Interventionists Teachers	Sign in sheets Parent Volunteers			
				Funding Sources: 211 - Title I - \$500.00		
6) Teachers (K-5) will use RAZZ Kids software ( interactive, leveled readers) for intervention to practice fluency, comprehension, vocabulary, and writing.	1, 2, 3, 8, 9	Teachers	RAZZ Assessments DRA STAAR			
				Funding Sources: 80-199 State Compensatory Education - \$1747.00, 211 - Title I - \$548.00		
						

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** Decrease gap in science between non-economically disadvantaged and economically disadvantaged by 10% as measured by STAAR. (Non-economically disadvantaged: 77%  
Economically disadvantaged: 45%)

**Summative Evaluation:** Science district benchmarks  
Science STAAR Assessment - 5th grade






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will use the interdisciplinary model for language arts/science to make connections across the curriculum.	2, 3, 9	Instruction coach Teachers STEM Innovators STEM Coaches	PLC documents Learning Walk data Teacher, Parent, student surveys			
2) Students will make STEM career real world connections through guest speakers, parent volunteers, technology streaming, and business partners.	2, 6, 9	Principal Teachers Instruction Coach	List of guest speakers Student feedback Teacher feedback			
3) STEM Night for students and parents to discover learning through the STEM model and promoting technology (coding).	2, 3, 6, 10	Principal Instruction Coach Teachers Science Coordinators	Parent Participation Parent feedback Student feedback Teacher feedback			
4) Students will use technology to support engagement and ownership of learning with the STEM essential elements in their lesson/project.	2, 3, 9	Teachers Instruction Coach	Lesson design Student projects			
5) Camacho teachers will implement the STEM model to make real world connections by implementing a minimum of 1 out of 4 STEM Essential Elements (4C's-critical thinking, creativity, collaboration, communication) and STEM Indicators into their lessons design.		Principal Instruction Coach Teachers	Lesson Plans PLC agendas Projects			
						

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Decrease achievement gap 25% or less between economically disadvantaged and non economically disadvantaged students as measured by STAAR and benchmark assessments. (Reading 25%, Writing 41%, Science 32%, Math 5 points raw score).

**Summative Evaluation:** 2016 STAAR Assessments 18 week and EOY Assessments


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) SRP intervention for struggling readers in K-3 grades.	1, 2, 3, 8, 9, 10	Teachers SRP teachers	DRA/TPRI scores			
Funding Sources: 199 - General Funds						
2) Teachers will plan in PLC teams biweekly with instruction coach to develop lessons with increased rigor, student discourse, and engaging learning experiences.	2, 4, 8, 9	Principal Instruction coach Teachers	STAAR assessments Benchmark data			
Funding Sources: 199 - General Funds						
3) Teachers will use the Bridges intervention curriculum for struggling math students in small group instruction in the classroom.	1, 2, 3, 8, 9	Teachers Instruction coach	STAAR math data Benchmark data			
Funding Sources: 199 - General Funds						
4) Teachers will set and review students interventions and goals during their monthly RTI 2 and RTI 3 meetings.	2, 8, 9, 10	Principal Assistant Principal Teachers Support Staff	RTI Goal Sheets RTI Dismissals RTI Data progress Sheets			
Funding Sources: 199 - General Funds						
5) Create Closing the Gap task force to create campus plan and strategies to implement based on research and a book study on "Culturally Responsive Teaching and the Brain."	1, 2, 4, 8, 9	Principal Assistant Principal Teachers	Meeting agendas STAAR/Benchmark/DRA scores			
Funding Sources: 199 - General Funds						
6) 3rd, 4th, and 5th grade teachers will use Fountas and Pinell's "Prompting Guides" for teaching and reinforcing effective systems of strategic actions in reading and writing.	1, 2, 3, 9	Teachers Intervention Specialists	Common Assessments Benchmarks STAAR assessments			
Funding Sources: 80-199 State Compensatory Education - \$420.00						
7) Intervention specialists will target identified students in 3rd, 4th, and 5th grade math and reading to impact student group and decrease achievement gap.	1, 2, 3, 8, 9, 10	Teachers Intervention specialists (1.5)	Common assessments District benchmarks STAAR			
Funding Sources: 211 - Title I - \$79351.00						
8) Identified students will work with intervention assistant to target math and reading skills in order to impact student growth in 3rd, 4th, and 5th grades.	1, 2, 3, 8, 9, 10	Intervention specialists Teachers	Common Assessments STAAR assessments Benchmark data			
Funding Sources: 211 - Title I - \$4350.00						

9) Collaborate with Parents as Teachers director to host parenting classes at Camacho by modeling early intervention (academic and social) strategies with our pre-k students.	2, 3, 6, 7, 9, 10	Parents as Teachers Director Pre-K teacher Instruction Coach	District Benchmark Kindergarten Readiness Skills			
	Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 2:** Decrease the gap between special education students and all students to 30% as measured by STAAR and district reading benchmarks.(Reading STAAR: 3rd grade - 33%, 4th grade - 48%, and 5th grade - 44%)


**Summative Evaluation:** 2015-2016 Reading STAAR 2015-2016 Reading District benchmarks

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement Co-teach/inclusion model in K-5 general education classrooms.	1, 2, 3, 8, 9, 10	Administrators General Education Teachers Special Education Teachers	3-5 STAAR tests 18 week benchmarks			
Funding Sources: 199 - General Funds						
2) Provide teachers and instructional assistants with ongoing professional development on Co-teach/Inclusion model.	1, 2, 4, 9, 10	Principal Assistant Principal Teachers (Sp. Ed. and General Ed)	STAAR Assessments Benchmark data			
Funding Sources: 199 - General Funds						
						

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 3:** Increase performance in all tested areas to at or above district average in "met passing standard." (3rd reading 71%/LISD 85% 3rd math - 26.9pts/LISD 32pts, 4th Reading 61%/LISD 83%, 4th math - 25.5/LISD 30.1, 4th writing - 50%/LISD 75%, 5th reading - 65%/LISD 80%, 5th math 28.1pts/LISD 34.2 pts, 5th science - 65%/LISD 80%)


**Summative Evaluation: 2016 STAAR**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will departmentalize K-5 so they can teach to their strengths and go into depth in their curriculum.	1, 2, 3, 5, 9	Principal Instruction coach Teachers	STAAR results Benchmark results Teacher feedback Student feedback Parent feedback			
				Funding Sources: 199 - General Funds		
2) Teachers will have 1/2 sub day in the fall and January in order to build deeper understanding and plan math instruction collaboratively with the instruction coach.	1, 2, 4, 8, 9	Instruction coach Teachers Math Coordinators	STAAR test Benchmark tests			
				Funding Sources: 199 - General Funds		
						

### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** Utilizing campus look-for's, at least 50% of classroom visits will observe students engaging in discourse with each other in one or more settings- pairs, groups, whole class- focused on ideas, thinking, reasoning, and using strategies aligned to the learning target by June 2016.

**Summative Evaluation:** Learning Walk data


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will implement the 4 C's (critical thinking, creativity, collaboration, communication) STEM learning model to increase relevant and meaningful learning for students.	1, 2, 3, 9	Principal Teachers Instruction coach	Learning walk data Student feedback Staff feedback			
				Funding Sources: 199 - General Funds		
2) Staff will receive professional development on student discourse based on the work and research of David Molina.	1, 4	Principal All staff	Learning walk data Student Feedback Staff feedback			
				Funding Sources: 211 - Title I - \$567.00		
3) Teachers will implement the interdisciplinary model (Lang Arts/Science) to increase meaningful and more engaging learning experiences.	1, 2, 3, 9	Principal Teachers Instruction Coach	Learning walk data Student feedback Staff feedback			
				Funding Sources: 199 - General Funds		
4) Teachers will receive ongoing professional development, through STEM (Discovery Education), on student engagement.	1, 2, 4, 9	Principal Teachers STEM Innovators STEM Coaches	Learning walk data Student feedback Teacher feedback			
				Funding Sources: 211 - Title I		
5) Teachers will use PLC time for lesson design to implement centers based learning through the STEM model.	1, 2, 3, 4, 8, 9	Principal Teachers Instruction Coach STEM Innovators Stem Coaches	Learning Walk data Teacher feedback Student feedback			
				Funding Sources: 199 - General Funds		
						



## Goal 4: Whole Student: Students are healthy, safe and engaged

**Performance Objective 1:** Three campus-wide activities will be put into place that support our efforts to become "No Place For Hate" certified campus by the end of 2015/2016 school year.

**Summative Evaluation:** No Place for Hate Distinction






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will form a C2 club for 3rd, 4th, and 5th graders, and create activities to demonstrate our Culture of Caring.	1	Principal Counselors Teachers	Schedule of C2 activities Student feedback Teacher feedback			
				Funding Sources: 199 - General Funds		
2) Students will learn growth mindset strategies through morning liftoff, and implement throughout the week in the classroom.	1, 2, 3	Principal Assistant Principal Counselor Teachers	Log of strategies Student feedback Teacher feedback			
				Funding Sources: 199 - General Funds		
3) A .5 counselor was added to our campus to provide additional guidance lessons and support for students.		Principal Counselor	Lesson plans Guidance Schedules			
				Funding Sources: 199 - General Funds		
						

**Goal 4:** Whole Student: Students are healthy, safe and engaged

**Performance Objective 2:** 90% of students will answer Agree or Strongly Agree on student survey questions "I feel safe in my classroom," and "I feel safe outside my classroom."


**Summative Evaluation:** Student survey (EOY)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Establish actions a student must take to obtain assistance and intervention in response to bullying.	1	Student support Services Principal AP Teachers	Student training dates Bullying reports			
				Funding Sources: 199 - General Funds		
2) Establish procedures for reporting and investigating an allegation of bullying.	1	Student Support Services	Student training dates Flowcharts Checklists			
				Funding Sources: 199 - General Funds		
3) Establish procedures to support a victim of bullying.	1	Director of Counseling CAPP Coordinator	Lesson Plans Student training dates			
				Funding Sources: 199 - General Funds		
4) Red Ribbon Week	1	School counselors PTA sponsors	Schedule of activities Student feedback Teacher feedback			
				Funding Sources: 199 - General Funds		
5) Individual and Group Counseling Services by Chemical Abuse Prevention Program (CAPP) Counselor.	1	CAPP Counselor	Student Goals Evaluation (as needed)			
				Funding Sources: 199 - General Funds		
6) Lessons concerning ethical principles	1	Principal School Counselors Teachers	Lesson plans Student knowledge and involvement in using ethical principles. Student feedback Staff feedback			
				Funding Sources: 199 - General Funds		
7) Campus emergency plan	1	Assistant principal	Plan			
				Funding Sources: 199 - General Funds		
8) Campus emergency drills	1	Assistant principal	Schedule of drills			
				Funding Sources: 199 - General Funds		

9) Campus discipline management plan	1	Assistant Principal	Plan			
	Funding Sources: 199 - General Funds					
10) SAMA training	4	Principal Special Education Team Lead	Roster of training			
	Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4:** Whole Student: Students are healthy, safe and engaged

**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed		PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
	Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class		PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
	Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)		Campus CATCH Team	Evaluation of Campus CATCH Plan			
	Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.		PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
	Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan		Principal	Campus Class Schedule			
	Funding Sources: 199 - General Funds					
						

# Title I

## Schoolwide Program Plan

In an effort to close the achievement gap and increase the performance of all students at Camacho, we are focusing on student engagement through the STEM model, with emphasis on collaboration (student to student discourse), communication, critical thinking, and creativity. We will work to improve reading and writing instruction through an integration with science. We are departmentalizing from K-5, so teachers will be able to put their focus on their teaching strengths, benefiting students in their classroom.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

See Comprehensive Needs Assessment

### 2: Schoolwide Reform Strategies

After studying and analyzing data for the students from existing campuses coming to Camacho, we decided to use the STEM model as a vehicle to support our learning. We want to increase our level of engagement with real world, authentic learning, with an emphasis on the 4C's - collaboration, creativity, critical thinking, and communication. We will be focusing on closing the achievement gap, as part of our campus and district initiative.

### 3: Instruction by highly qualified professional teachers

Leander ISD's Human Resources Department verifies all teaching certifications with the campus administrators before hiring. Campus administrators verify that all staff are highly qualified through an attestation letter, slated to be complete in the fall of 2015, once all staff has been assigned. Additionally, parents are informed that they have the right to request information regarding teacher qualifications.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Leander ISD has a multi-faceted approach to professional development. Principals are provided on-going and timely professional development which they, in turn, provide for their campus staff. Instructional coaches are also provided ongoing professional development and in turn provide support to the campus administrators to provide training to the staff. At Camacho, professional development will be focused predominantly on STEM in order to support the campus's initiative.

## **5: Strategies to attract highly qualified teachers**

Our Human Resources Department will

- Attend educator career fairs at area universities looking for high-quality candidates.
- Participate in the CTCEP (Central Texas Council for Educator Preparation, offshoot of E3 Alliance).
- Sit on educator panels at UT, Texas State, Southwestern, and Concordia.
- Verify certification and HQ status of every teacher/IA prior to hire.
- Examine hiring data and trends to identify/target educator programs that produce top-notch, diverse, highly qualified candidates.

## **6: Strategies to increase parental involvement**

We will review annual end of year surveys from Camacho feeder schools to determine specific parent needs. Using the input from the surveys, we will guide the development of the CIP and CNA (see attached). We will establish a welcoming environment in our new school where parents and students feel safe in a culture that is child-centered. We will provide various opportunities (dates/times) for parents to participate in with our staff in a language and format that is understandable. We will facilitate district and campus meetings where parents are encouraged to provide input and learn strategies and tap into resources to support their child's learning.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Leander ISD offers a variety of support to families including Pre-Kindergarten and Parents as Teachers. Both of these programs provide instruction and resources to ensure that students and families are equipped to transition into kindergarten successfully.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Our teachers will have regularly scheduled assessment data analysis and review session in PLCs, with guidance from our campus instructional coach, campus RTI Coordinator, and campus administrators.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

We will use our PLC meetings to effectively design instruction, which includes planning for intervention and challenge. We will also use RTI 2 and RTI 3 teams to review student needs based on the data. We will use our teachers, teams, and support staff to plan for and modify intervention strategies and support. All Camacho staff will implement research validated interventions with fidelity. Intervention specialists will implement Marilyn Burns' Do the Math and Fountas and Pinnell's Leveled Literacy Intervention for students identified as most at-risk of not passing the state assessment, STAAR.

## **10: Coordination and integration of federal, state and local services and programs**

Camacho Elementary campus administrators will work to coordinate and integrate federal, state, and local services by collaboratively ensuring that programs and processes are adhered to that result in an optimal benefit for students. Further more, Camacho staff will embrace the district's Closing the Achievement Gap by mindfully planning services and programs including, but not limited to, wrap-around services.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Guevara	Intervention Specialist	Title I	1
Chrysty Lockhart	Intervention Specialist	Title I	.5



# Addendums

**125 CAMACHO ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: TERRI BREAUX

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
50	12.0	2	1	0

Grade	Total	%
EE	15	2.5%
PK	24	4.0%
KG	92	15.4%
01	81	13.6%
02	86	14.4%
03	101	16.9%
04	110	18.4%
05	88	14.7%
<b>Campus Total</b>	597	

Ethnicity		
ASIAN	8	1.3%
BLACK	19	3.2%
HISPANIC/LATINO	206	34.5%
AMERICAN INDIAN	1	0.2%
TWO OR MORE RACES (MULTI)	21	3.5%
WHITE	342	57.3%

Gender		
FEMALE	301	50.4%
MALE	296	49.6%

Economically Disadvantaged		
N	345	57.8%
Y	252	42.2%

Gifted and Talented		
N	532	89.1%
Y	65	10.9%

Students with Disabilities		
N	512	85.8%
Y	85	14.2%

English Language Learners		
N	572	95.8%
Y	25	4.2%

At Risk Students		
N	329	55.1%
Y	268	44.9%

Students in Bilingual Program		
N	596	99.8%
Y	1	0.2%

Students in ESL program		
N	573	96.0%
Y	24	4.0%