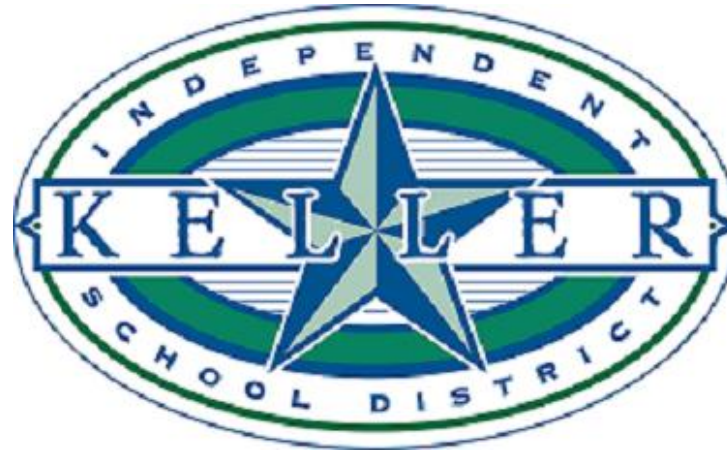


**Keller Independent School District
Caprock Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Caprock Elementary School, in partnership with families and the community, will empower students to reach their full potential by providing exceptional learning opportunities promoting academic excellence, social responsibility, and emotional growth. We are committed to creating a community of lifelong, successful learners.

Vision

Keller ISD - An exceptional place in which to learn, work, and live.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Caprock Elementary School is a PreK – 4 elementary campus in Keller ISD in Fort Worth, Texas, with a population of 604 students (30.5% white, 47% Hispanic, 9.3% African American, 5.6% two or more races, 7.5% Asian, 1% Native American/Alaskan). Caprock is one of seven elementary Title I campuses in the district, and the only Title I campus in the Falcon Feeder Pattern. Approximately 58.3% of Caprock students are identified as economically disadvantaged, 36.5% are identified as Limited English Proficient, 40.5% are identified as At-Risk and 19.2% are receiving Special Education services. Caprock Elementary is one of five Keller ISD elementary campuses to serve students in a Dual-Language Spanish bilingual program. The Caprock program serves 163 bilingual students.

Average daily attendance at Caprock Elementary School is 95%. Targeted activities and interventions are needed to improve attendance and increase parent awareness of the importance of attending school. The Texas Education Agency reports a 16% mobility rate for the 2017 - 2018 school year.

Caprock Elementary staff consists of 61 professional staff members, of which 32 are homeroom teachers, 4 elective teachers (Art, Music, PE, Theatre Arts), 1 Library/Media Specialist, 1 Diagnostician, 1 Speech Therapist and 4 Intervention Support Teachers (1 serving bilingual and 3 serving monolingual) and 1 math instructional coach. We also have 9 total educational aides, 2 of which service PreK students, 1 aide serves elective students, 2 aides serve resource students, 2 aides serve STACC students and 2 aides serve bilingual students specifically. Caprock Elementary has 1 Principal, 1 Assistant Principals, 1 Secretary, 1 Counselors, 1 Nurse, 2 Office Aide I position and 1 Office Aide II position. Additionally, we have support staff shared with other campuses to serve our students including a behavior interventionist, a SLP assistant, OT, PT, APE and an LSSP.

We have one self-contained special education unit, STACC, in addition to 2 teachers providing Resource and Inclusion services.

SIT, 504, and ARD committees meet to discuss the needs and progress of students. A regular schedule for SIT meetings takes place to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving both academic and social-emotional tiered interventions (RtI/MTSS). 504 and ARD committees meet annually, or more often as needed to best support the student in his/her academic and social-emotional growth.

Demographics Strengths

- At risk numbers are decreasing over time
- Tier 3 students have decreased throughout the school year
- Steady increase in overall enrollment the last three years
- Increase in bilingual student enrollment

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who fall under the economically disadvantaged indicator are performing 20 - 30% below students who are not identified as economically

disadvantaged. **Root Cause:** lack of background knowledge

Student Learning

Student Learning Summary

While the STAAR assessments measure the main performance objectives used for the campus by the state; other assessments help drive the yearly instruction for all grade levels. Assessments include; MAP testing, running records assessments, district-provided assessments, and campus created assessments. During the 2022-2023 school year the percentage at Approaches Grade Level or Above for reading in 3rd grade was 76% (compared to the 86% district level and the 75% state level results), 4th grade was 83% (compared to the 85% district level and the 76% state level results). The percentage at Approaches Grade Level or Above for math in 3rd grade was 71% (compared to the 81% district level and the 72% state level results), 4th grade was 78% (compared to the 76% district level and the 70% state level results). Each teacher will track their students' performance throughout the year using data portfolios/binders aligned to the state standards and data discussions occur a minimum of three times a year and teachers share their action plans with administration. All students have individual data portfolios/binders that they track their progress and set wildly important goals with action steps for improvement. Staff will continue to use the data gathered to monitor and guide instruction. Faculty and staff will use the district curriculum and resources along with differentiation and best practices to ensure success for students. Staff will also utilize the expertise and coaching of our campus and district coaches to plan.

Student Learning Strengths

3rd Grade STAAR reading approaches category was at 76% - this is inline with the state average

4th Grade STAAR reading approaches was at 83% - this is inline with the district average and above the state average

4th Grade STAAR math growth in all three categories of approaches, meets, and masters

4th Grade STAAR math - 54% of students were at meets or better

School Processes & Programs

School Processes & Programs Summary

Our campus consists of both bilingual and monolingual grades Pre K- 4th for the 2023-2024 school year. Each grade level follows the district curriculum. Early literacy curriculum uses Reading Horizons and HMH. Staff has quick access to data to evaluate the students' performance. Our staff is proficient in utilizing technology for instructional purposes and intervention. In addition, we are a one to one campus with student technology. Programs such as MAP, iStation, Dreambox, Seesaw, and other KISD supported programs are used for student learning opportunities. Technology is also used for communication with parents and colleagues, lesson planning, and access to district resources. Campus implementation of the Leader In Me program continues into year 6, with students being provided leadership lessons, data tracking for WIGs (Wildly Important Goals), and campus leadership jobs/roles for students and staff. Gator Bucks and the Gator Store are used as our campus wide positive reinforcement system. Students are celebrated and recognized during Swamp Romp Assemblies, positive office referrals, positive behavior communication from teachers. Staff is recognized via parent submitted Staff Recognition Forms, Staffer and Support Staffer of The Month, You've Got Hearts, and hand written notes.

School Processes & Programs Strengths

- Implemented of district curriculum
- Teacher and student support is available through campus and district coaches
- Discipline data supports positive influence of Leader In Me program - reduction of discipline referrals
- Currently we have at least one teacher in each grade level is trained to be a mentor or have a student teacher
- Currently have six student teachers on our campus learning from our teachers and supporting our students
- Efficient and clear processes for many aspects/routines throughout the school day
- Multiple platforms being utilized to communicate school wide with families and staff so everyone is informed
- Clear, efficient, and safe processes for visitors during school day events in order to keep students and staff safe, while still providing families the opportunities to be involved in their children's schooling

Perceptions

Perceptions Summary

The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insight o the attitudes and behaviors of staff and students. The data informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me. As a result of the alignment between the Framework and the MRA outcomes, the data informed insights link schools back to trainings and materials, allowing them to take action to improve areas of needed growth. In this way, it is very important that the scores in the MRA be used as a guide for continuous school improvement, not as an accountability measure. Caprock uses the MRA, in conjunction with the Annual Title 1 Survey, to gather feedback from parents, staff and students to make continuous improvements to our leadership, academic and cultural environment. The following results represent a change from 2022 - 2023 school year.

2022 -2023 Caprock MRA Survey Results

LEADERSHIP:

Student Leadership

Personal Development: Students take responsibility for their actions and emotions and prioritize the things that are most important to their future. **75 to 78 +3**

Interpersonal Development: Students build positive relationships through understanding, communicating, and valuing the differences they see in others. **75 to 79 +4**

Positive Wellbeing: Students engage in the behaviors and embrace the mindsets that build resilience and hope. **74 to 79 +5**

Self-Advocacy: Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed. **73 to 79 +6**

Prosocial Behaviors: Students support each other and offer help as needed. **74 to 78 +4**

Staff Leadership

Personal Effectiveness: Staff take responsibility for their actions and emotions and prioritizing the things that are most important to their future. **92 to 83 -9**

Interpersonal Effectiveness: Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others. **82 to 20 - 2**

Student Leadership Support: Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.

Family & Community Engagement

School & Family Partnerships: Teachers feel like most students' families/caregivers engage as partners in their child's learning. **74 to 76 +2**

Family Engagement: Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. **82 to 75 -7**

Community Engagement: The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning. **94 to 80 -14**

CULTURE:

Supportive Student Environment

School Climate: Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. **100 to 77 -22**

Student Empowerment: Students believe they are provided with school wide and classroom opportunities that include them in decision-making and grow their leadership competence. **80 to 83 +3**

Trusting Relationships: Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to. **76 to 70 -6**

School Belonging: Students believe that they are cared about and understood by the people in their school and feel a sense of belonging. **74 to 80 +6**

Supportive Staff Environment

Staff Voice: Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them. **95 to 89 -6**

Collective Efficacy: Teachers believe that their collective actions can positively impact students and help them succeed. **94 to 84 -10**

ACADEMICS:

Empowering Teachers

Instructional Efficacy: Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. **89 to 75 -14**

Student-led Practices: Teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning. **77 to 81 + 4**

Empowering Learners

Supportive Teachers: Students have one or more teachers who provide them with the encouragement and support they need to lead their learning. **75 to 77 +2**

Academic Self-efficacy: Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits. **77 to 81 +4**

Goal Achievement

Student Goals: Students are confident in their ability to set and achieve their goals. **73 to 78 + 5**

Student Goal Support: Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement. **88 to 84 -4**

School Goals: Teachers are motivated by the school's goals and see a meaningful role for themselves in creating and achieving those goals. **95 to 85 -10**

Perceptions Strengths

- In social situations, students act within culturally respectful norms to show respect and consideration for others
- Teachers empower student learning through high academic expectations for all students, encouraging them to do their best work and teaching students to persevere
- Students feel excited to learn as much as they can in class and actively work toward their goals.
- Teachers feel they have the knowledge and consistent training they need to effectively teach and model social and emotional concepts to their students.
- Events at the school and in the classroom build a sense of community, establish culture, empower students' application of learning, and supports the school's mission.
- Families have the skills to support and motivate their child's learning, and the ability to support their child's emotional and social development
- Students are able to set their own academic goals and deadlines, and are also capable of tracking their own progress and identifying steps they need to take to reach those goals.
- They regularly share their progress with an adult and reflect on their accomplishments
- Students' beliefs about their ability to grow and improve through hard work.
- Parents understand that their children can identify their own learning needs, can develop an action plan with goals, and can independently work on their school tasks to meet those goals

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a campus we need to find a more effective way to collect data from our families. Without the data we are unaware of specific strengths or weaknesses in

Root Cause: Currently we do not have a specific plan in place for collecting data from families on a regular basis.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Increase Student Achievement


Performance Objective 1: By June 2025, 60% of 3rd and 4th grade students will score Meets in math and reading as measured by 2024 STAAR by focusing on improved performance on whole number operations and improved performance on responding to texts using text evidence.


HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Support Tier 2 and Tier 3 students by providing targeted interventions in reading through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. Leveled Literacy Intervention kits and Istation Reading will be utilized during this intervention block.</p> <p>Measures: Progress of students receiving targeted interventions RtI/SIT team data</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Coach Instructional Support Teachers Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide quality Tier 1 Reading instruction to students by utilizing the district curriculum, correlating core documents, and support and modeling by campus and district coaches.</p> <p>Measures: Student academic achievement and progress on grade level content based on formative/informative assessments, unit assessments, student work samples, MAP growth, and STAAR results and growth for 3rd and 4th grade students.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Coach, District Coaches and Classroom Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Classroom teachers, ISTs, and specialists will meet three times a years in SIT meetings to discuss students' MAP results, unit assessments, work samples, and classroom interventions to determine tiered students and interventions students need.</p> <p>Measures: MAP data, unit assessments, student work samples, intervention documentation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ISTs, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: All students will set up and conference with their teacher regarding their academic and personal goals and track their own growth results.</p> <p>Measures: Data Binders, MAP, Unit Assessments, Istation Reading, Intervention Data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ISTs, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Increase Student Achievement

Performance Objective 2: By June 2025, the percent of 4th grade students meeting the "approaches" grade level standard in math will increase from 67% to 70% as measured by 2025 STAAR assessment.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Support Tier 2 and Tier 3 students by providing targeted interventions in math through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times.</p> <p>Measures: Progress of students receiving targeted interventions RtI/SIT team data</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Coach Instructional Support Teachers Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Classroom teachers, ISTs, and specialists will meet three times a years in SIT meetings to discuss students' MAP results, unit assessments, work samples, and classroom interventions to determine tiered students and interventions students need.</p> <p>Measures: MAP data, unit assessments, student work samples, intervention documentation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ISTs, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details

Progress Reviews

Action Step 3: All students will set up and conference with their teacher regarding their academic and personal goals and track their own growth results.

Measures: Data Binders, MAP, Unit Assessments, Istation Reading, Intervention Data

Staff Responsible for Monitoring: Principal, Assistant Principal, ISTs, Classroom teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

Progress

Dec

Apr

July



No Progress



Accomplished







Continue/Modify



Discontinue





Goal 1: Increase Student Achievement

Performance Objective 3: By June 2025, a minimum of 80% of students will meet expected or exceed typical growth from fall to spring in Reading and Math, as measured by MAP growth.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Support Tier 2 and Tier 3 students by providing targeted interventions in reading and math through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. Leveled Literacy Intervention kits and Istation Reading will be utilized during this intervention block.</p> <p>Measures: Progress of students receiving targeted interventions RtI/SIT team data</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Coach Instructional Support Teachers Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: All students will set up and conference with their teacher regarding their academic and personal goals and track their own growth results for math and reading.</p> <p>Measures: MAP Data, Unit Assessments, Interim Assessments</p> <p>Staff Responsible for Monitoring: Teachers and ISTs,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Overall excellence in student, parent, and community relations

Performance Objective 1: By June 2025, we aim to have established at least five new community partnerships and have active participation from these partners in school events and programs, leading to improved family engagement attendance compared to the previous school year.

Action Step 1 Details	Progress Reviews		
Action Step 1: Identify and reach out to local businesses, non-profit organizations, and community leaders who share our commitment to education and student well-being.	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: Organize community engagement events, such as volunteer fairs, mentorship programs, and family nights, to foster direct interaction between students, staff, and community partners.	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Track day and night family event attendance to determine the effectiveness of the even and community partners impact on our school community. Measures: Family Attendance Data and parent survey results Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: Staff will be included in the decision making process for campus initiatives and events.

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 2: Teachers will be a part of vertical alignment teams and included in school wide/grade level academic planning.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Esparza	Campus Instructional Coach		1.0
Melissa Palmer	Instructional Support Teacher (IST)		1.0
Nichols Sage	Title 1- Educational Aide 1		1.0
Vacant	Title 1- Educational Aide 1		1.0