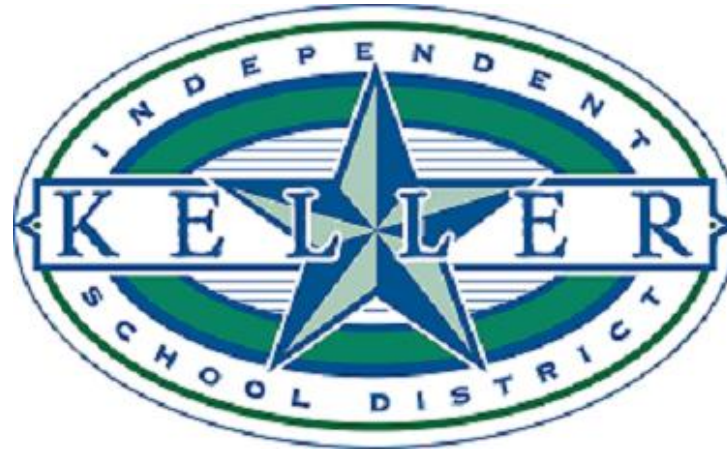


# Keller Independent School District

## Caprock Elementary School

### 2025-2026 Comprehensive Needs Assessment



# 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 625 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, 2 Speech Therapist, 2 Intervention Support Teachers, serving bilingual and monolingual students, and 1 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 3 self-contained special education unit, STACC, and 2 STARS, 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% or higher below students who are not identified as economically

disadvantaged

**Root Cause:** Students identified as economically disadvantaged often face external factors that impact their academic performance, such as limited access to academic support outside of school, fewer enrichment opportunities, and increased stress related to basic needs. Additionally, there is a need for more targeted, consistent instructional supports and interventions during the school day to address these opp

# 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

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** An average of 20% of students in each grade level are identified as Tier 3 in reading, indicating they require intensive intervention to meet grade-level expectations.

**Root Cause:** Inconsistent implementation of foundational literacy instruction such as phonics instruction and intervention strategies due to changing curriculum and scheduling minutes, particularly in the early grades, leading to skill gaps that persist and widen over time.

# 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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a recent need on our campus for a program that helps students develop empathy, kindness, and good citizenship skills in their interactions with one another

**Root Cause:** the lack of a consistent, school-wide program for morning meetings and explicit social skills instruction since discontinuing our membership with the Leader in Me program. This has led to variability in how and when these important character-building lessons are taught across classrooms.

# Perceptions

## 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:** Parents on our campus have identified homework and access to academic resources at home as an area needing improvement, expressing concerns about both the amount of homework and the availability of meaningful, accessible support materials.

**Root Cause:** The challenge in finding the right balance between providing enough homework to support learning without overwhelming students and families. Additionally, many of the resources and assignments shared are digital, which creates barriers for families who lack consistent access to technology or reliable internet at home.