Keller Independent School District

Caprock Elementary School

Accountability Rating: A

Distinction Designation:
Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 01, 2026 at 11:53 AM

Mission Statement

At Caprock Elementary, we empower every student to achieve excellence through meaningful learning, strong relationships, and collaborative partnerships. We foster a culture of belonging, compassion, and high expectations so that all students grow academically, socially, and emotionally.

Vision

Caprock Elementary will be a thriving community where every student feels valued, connected, and inspired to reach their full potential as confident learners, compassionate leaders, and lifelong contributors to the world around them.

Value Statement

The Caprock Way

At Caprock Elementary, we are guided by our core values:

- **Excellence** – We set high expectations and strive for continuous growth.
- **Relationships** – We build strong, trusting connections with students, families, and staff.
- **Collaboration** – We achieve more when we work together.
- **Belonging** – Everyone is welcomed, valued, and included.
- **Compassion** – We lead with kindness, empathy, and respect.

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Comprehensive Needs Assessment

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.

Strengths

- At risk numbers are decreasing over time
- Tier 2 and 3 students/overall percentages have decreased throughout the school year
- Steady increase in overall enrollment the last three years compared to district projections

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Students who fall under the economically disadvantaged indicator are performing 20% or higher below students who are not identified as economically disadvantaged	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.
2	The campus has an increasing need for bilingual instructional and intervention support services to effectively meet the academic and communication needs of Spanish-speaking students and families.	Limited bilingual staffing in specialized support roles, including intervention and resource positions, has impacted the campus's ability to consistently provide native-language academic support and communication for Spanish-speaking students and families.
3	There has been a significant increase in students enrolled in specialized programs which require specialized support to address varying academic, behavior, and emotional needs throigh IEPs and 504s that required pul out services.	Students enrolling from out of district already have IEP's or needing additional academic and behavioral support which continues to increase our SPED population. Supports identified in students' plans generally require pull out services which creates a distruption in their tier 1 instruction in class.
4 ★	Economically Disadvantaged students perform significantly below all students in both Reading and Mathematics at the 2026 STAAR Meets Grade Level standard, creating achievement gaps that impact overall campus performance and Closing the Gaps outcomes. Reading Meets GL: All Students: 56%; Economically Disadvantaged: 42% Mathematics Meets GL: All Students: 49%; Economically Disadvantaged: 33%.	Students experiencing economic disadvantage require additional academic supports, extended learning opportunities, and targeted interventions that are not consistently available across all grade levels.
5 ★	Emergent Bilingual students performed below all students in 2026 STAAR Reading and Mathematics achievement, indicating a need for increased academic language development and content-based language supports. Reading Meets Grade Level: All Students: 56% Emergent Bilingual: 44% Mathematics Meets Grade Level: All Students: 49%; Emergent Bilingual: 33% TELPAS progress declined from 48% to 42%.	Language acquisition strategies and academic vocabulary development are not consistently embedded in Tier I instruction across all content areas and grade levels.

6 ★	Hispanic students performed below all students in 2026 STAAR Mathematics achievement and student success indicators, contributing to achievement gaps among the campus's largest student subgroup. 2026 STAAR Mathematics Meets Grade Level: All Students: 49%; Hispanic Students: 37%	Some Hispanic students require additional intervention, and academic language supports to access grade-level curriculum and demonstrate mastery on state assessments.

★ = Priority

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 the75% 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 an coaching of our campus and district coaches to plan.

Strengths

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

4th Grade STAAR reading approaches was at % - 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 - % of students were at meets or better

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	An average of 15% of students in each grade level are identified as Tier 3 in math, indicating they require intensive intervention to meet grade-level expectations.	Inconsistent implementation of basic math concepts instruction due to changing curriculum and scheduling minutes, particularly in the early grades, leading to skill gaps that persist and widen over time.
2 ★	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.
3	Student achievement in mathematics remains below desired performance levels. 49% of all students in grades 3 and 4 met grade level expectations on 2026 STAAR mathematics. 37% of Hispanic students meets grade level. 33% of Economically Disadvantaged students meet grade level. 26% of Special Education students met grade level.	Tier I instruction needs to be more aligned to grade level TEKS. Math lessons lack students discourse and multiple opportunities for students to practice, including daily reteach systems to address foundational gaps and accelerate learning for struggling students.
4 ★	Reading achievement gaps persist among student groups despite overall growth on 2026 STAAR Reading. 56% of grade 3 and 4 students performed at meets grade level or above. 37% of grade 3 and 4 African American students performed at meets or above. 42% of grade 3 and 4 Economically Disadvantaged students performed at meets or above. 30% of Special Education students performed at meets or above.	Students requiring additional language, literacy, and special education supports did not receive sufficient targeted instruction aligned to grade-level standards because interventions prioritized closing gaps below grade level.
5	Percentage of Emergent Bilingual students meeting their 2025-2026 TELPAS progress decreased from 48% to 42%. Although the campus met the state target of 40%, the performance declined compared with the previous year.	Language acquisition strategies are not being consistently integrated into Tier I instruction across all classrooms and content areas (e.g. sheltered instruction and multiple opportunities for students to speak and write using academic language during the lessons).

★ = Priority

School Processes & Programs

Summary

Our campus consists of both bilingual and monolingual grades Pre K- 4th for the 20262027 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, 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. Our campus has student and staff leadership jobs/roles including Gator Council and Staff Committees. Gator Bucks and the Gator Store are used as our campus wide positive reinforcement system. Students are celebrated and recognized during Swamp Romp grade level assemblies every 9 weeks, 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.

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	Root Cause
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	This is due to 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.
2 ★	Chronic absenteeism increased from 14.6% in 2024-2025 to 18.5% in 2025-2026.	Attendance intervention systems and family engagement efforts are not consistently identifying and supporting students with emerging attendance concerns early enough.
3 ★	Student attendance decreased from 94.4% in 2024-2025 to 93.73% in 2025-2026.	Systems for promoting consistent attendance and communicating its impact on student success need strengthening.

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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 accomplishmentsStudents' 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	Root Cause
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.	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.
2 ★	The campus lacks a structured MTSS process to make sure all students are monitored and supported on a timely manner in order to meet their achievement growth targets and emotional needs.	Reactive referral system has been used rather than an structured and systematic MTSS process to monitor students' progress, which creates inconsistencies in the support provided across grade levels and programs.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Hispanic students performed below all students in 2026 STAAR Mathematics achievement and student success indicators, contributing to achievement gaps among the campus's largest student subgroup. 2026 STAAR Mathematics Meets Grade Level: All Students: 49%; Hispanic Students: 37%	Some Hispanic students require additional intervention, and academic language supports to access grade-level curriculum and demonstrate mastery on state assessments.
2 ★	Economically Disadvantaged students perform significantly below all students in both Reading and Mathematics at the 2026 STAAR Meets Grade Level standard, creating achievement gaps that impact overall campus performance and Closing the Gaps outcomes. Reading Meets GL: All Students: 56%; Economically Disadvantaged: 42% Mathematics Meets GL: All Students: 49%; Economically Disadvantaged: 33%.	Students experiencing economic disadvantage require additional academic supports, extended learning opportunities, and targeted interventions that are not consistently available across all grade levels.
3 ★	Emergent Bilingual students performed below all students in 2026 STAAR Reading and Mathematics achievement, indicating a need for increased academic language development and content-based language supports. Reading Meets Grade Level: All Students: 56% Emergent Bilingual: 44% Mathematics Meets Grade Level: All Students: 49%; Emergent Bilingual: 33% TELPAS progress declined from 48% to 42%.	Language acquisition strategies and academic vocabulary development are not consistently embedded in Tier I instruction across all content areas and grade levels.
4 ★	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.
5 ★	Chronic absenteeism increased from 14.6% in 2024-2025 to 18.5% in 2025-2026.	Attendance intervention systems and family engagement efforts are not consistently identifying and supporting students with emerging attendance concerns early enough.

6 ★	Student attendance decreased from 94.4% in 2024-2025 to 93.73% in 2025-2026.	Systems for promoting consistent attendance and communicating its impact on student success need strengthening.
7 ★	The campus lacks a structured MTSS process to make sure all students are monitored and supported on a timely manner in order to meet their achievement growth targets and emotional needs.	Reactive referral system has been used rather than an structured and systematic MTSS process to monitor students' progress, which creates inconsistencies in the support provided across grade levels and programs.
8 ★	Reading achievement gaps persist among student groups despite overall growth on 2026 STAAR Reading. 56% of grade 3 and 4 students performed at meets grade level or above. 37% of grade 3 and 4 African American students performed at meets or above. 42% of grade 3 and 4 Economically Disadvantaged students performed at meets or above. 30% of Special Education students performed at meets or above.	Students requiring additional language, literacy, and special education supports did not receive sufficient targeted instruction aligned to grade-level standards because interventions prioritized closing gaps below grade level.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas approved PreK - 2nd grade assessment data**

- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent engagement rate**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Increase Student Achievement

Performance Objective 1 ☑ High Priority

60% of 3rd and 4th grade students will score Meets in Reading and Math as measured by the 2027 STAAR assessment.

Action Step 1

Campus instructional staff will engage in weekly PLC meetings focused on lesson internalization of priority lessons, integration of MRS strategies to increase student engagement, TEKS alignment, analysis of student work, and data-driven instructional planning. Teachers will use formative and summative assessment data to identify student misconceptions, plan targeted interventions, and adjust instruction to address learning gaps.

Measures: PLC artifacts, including but not limited to meeting agendas, lesson slides, anchor charts, manipulatives, and sentence stems.
Administrators will schedule coaching observations for lessons internalized during PLC meetings.
District and campus assessments will be used to monitor progress and create/update reteach plans.

Staff Responsible for Monitoring: Administrators, Campus Instructional Coach, Core Subject Teachers, ISTs, and SPED Teachers

Problem Statements: Demographics 4, 5, 6

Funding Sources: Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, $7,500, Teacher Planning Days 211 - Title I Pt A Impr BSC Prg, $3,300

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 2

Teachers will use MAP, unit assessments, and common formative assessments to identify skill gaps in reading and math, then provide targeted small group instruction at least 3-4 times per week.

Measures: -100% of teachers maintain data-driven small group plans updated every 3 weeks
-Student progress monitoring checks show at least 65-70% of students meeting growth targets each 9 weeks
-Common assessment results show incremental increases of 5-10% proficiency each quarter.
- Teachers and students will create and maintain data trackers.

Staff Responsible for Monitoring: Administrators, Campus Instructional Coach, Core Subject Teachers, ISTs, and SPED Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 3

Campus will implement a structured RTI/MTSS process to provide targeted interventions for students below grade level, including regular progress monitoring and adjustment of support in class and with the support of Instructional Support Teachers.

Measures: -100% of identified students receive documented interventions with biweekly progress monitoring
-Intervention groups demonstrate at least 1.5 years of growth for students below grade level by EOY Reduction in the percentage of students in the tier 2 and 3 each 9 weeks

Staff Responsible for Monitoring: Administrators, core subject classroom teachers, ISTs, and Special Education Teachers

Problem Statements: Perceptions 2

Funding Sources: Title 1 Aides 211 - Title I Pt A Impr BSC Prg, $64,500, IST 211 - Title I Pt A Impr BSC Prg, $84,000

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 Reviews

December	February	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Economically Disadvantaged students perform significantly below all students in both Reading and Mathematics at the 2026 STAAR Meets Grade Level standard, creating achievement gaps that impact overall campus performance and Closing the Gaps outcomes. Reading Meets GL: All Students: 56%; Economically Disadvantaged: 42% Mathematics Meets GL: All Students: 49%; Economically Disadvantaged: 33%.	Students experiencing economic disadvantage require additional academic supports, extended learning opportunities, and targeted interventions that are not consistently available across all grade levels.
5	Emergent Bilingual students performed below all students in 2026 STAAR Reading and Mathematics achievement, indicating a need for increased academic language development and content-based language supports. Reading Meets Grade Level: All Students: 56% Emergent Bilingual: 44% Mathematics Meets Grade Level: All Students: 49%; Emergent Bilingual: 33% TELPAS progress declined from 48% to 42%.	Language acquisition strategies and academic vocabulary development are not consistently embedded in Tier I instruction across all content areas and grade levels.
6	Hispanic students performed below all students in 2026 STAAR Mathematics achievement and student success indicators, contributing to achievement gaps among the campus's largest student subgroup. 2026 STAAR Mathematics Meets Grade Level: All Students: 49%; Hispanic Students: 37%	Some Hispanic students require additional intervention, and academic language supports to access grade-level curriculum and demonstrate mastery on state assessments.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus lacks a structured MTSS process to make sure all students are monitored and supported on a timely manner in order to meet their achievement growth targets and emotional needs.	Reactive referral system has been used rather than an structured and systematic MTSS process to monitor students' progress, which creates inconsistencies in the support provided across grade levels and programs.

Performance Objective 2

By June 2027, the percent of 4th grade students meeting the "approaches" grade level standard in math will increase from 68 % to 75% as measured by 2027 STAAR.

Action Step 1

The Campus Leadership Team will monitor the implementation of high-quality Tier I instruction through regular classroom walkthroughs using a campus instructional look-for tool. Campus administrators will provide feedback to teachers within 24 hours using the Get Better Faster Protocol. Administrators and instructional coach will engage in coaching cycles based on teacher needs that include modeling, co-teaching, and lesson internalization/planning support as needed to strengthen instructional practices and improve student outcomes.

Measures: -PLC documentation shows weekly data analysis and targeted instructional plans
-Walkthrough data indicates 90% of classrooms are on track delivering TEKS aligned, highly engaging lessons using adopted curriculum resources.
-Common assessments show 5% growth in student proficiency each 9 weeks

Staff Responsible for Monitoring: Administrators and Instructional Coach

Problem Statements: Demographics 6

Title I: 2.5.1, 2.5.2, 2.5.3

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 Reviews

December	February	June

Action Step 2

Teachers, ISTs, and Seasonal Tutors will provide consistent small group instruction and targeted interventions for students below Approaches, using progress monitoring to adjust supports.

Measures: -100% of teachers maintain updated small group plans every 3 weeks
-Students receiving interventions demonstrate measurable growth on progress monitoring assessments (biweekly)
-Decrease in students performing below Approaches each 9 weeks

Staff Responsible for Monitoring: Administrators, core subject classroom teachers, ISTs, and Special Education Teachers

Problem Statements: Student Learning 4

Funding Sources: Tutoring Extra Duty Pay 211 - Title I Pt A Impr BSC Prg, $879, Seasonal Tutors 211 - Title I Pt A Impr BSC Prg, $6,620, IST 211 - Title I Pt A Impr BSC Prg, $84,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 3

Administrators, Teachers, and the Campus Instructional Coach will conduct regular data reviews, classroom walkthroughs, and benchmark analysis to monitor progress, provide feedback, and adjust instructional strategies throughout the year.

Measures: -Benchmark assessments track progress toward goal (e.g., 68% BOY - 72% MOY - 75% target EOY)
-Data meetings held each 9 weeks with documented action steps
-Teacher feedback and coaching logs reflect ongoing adjustments based on student needs

Staff Responsible for Monitoring: Administrators, core subject classroom teachers, ISTs, and Special Education Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

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 Reviews

December	February	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	Hispanic students performed below all students in 2026 STAAR Mathematics achievement and student success indicators, contributing to achievement gaps among the campus's largest student subgroup. 2026 STAAR Mathematics Meets Grade Level: All Students: 49%; Hispanic Students: 37%	Some Hispanic students require additional intervention, and academic language supports to access grade-level curriculum and demonstrate mastery on state assessments.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.
4	Reading achievement gaps persist among student groups despite overall growth on 2026 STAAR Reading. 56% of grade 3 and 4 students performed at meets grade level or above. 37% of grade 3 and 4 African American students performed at meets or above. 42% of grade 3 and 4 Economically Disadvantaged students performed at meets or above. 30% of Special Education students performed at meets or above.	Students requiring additional language, literacy, and special education supports did not receive sufficient targeted instruction aligned to grade-level standards because interventions prioritized closing gaps below grade level.

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1 ☑ High Priority

During the 2026-27 school year, CES will increase student attendance rate to 95% compared to the 93.8% ADA during the 2025-2026 school year.

Action Step 1

The campus will develop and communicate campus-wide attendance expectations, procedures for monitoring absences, and staff roles in supporting improved attendance. Administrators and teachers will reinforce expectations with students and families. The campus will create attendance incentive systems to celebrate student attendance while enforcing attendance rules.

Measures: -100% of staff trained on attendance procedures and expectations
-Attendance guidelines shared with 100% of families (e.g., handbooks, meetings, newsletters)
-Baseline attendance data established and reviewed within the first 9 weeks

Staff Responsible for Monitoring: Administrators, Teachers, and Counselor

Problem Statements: School Processes & Programs 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Administrators and teachers will regularly review attendance data to identify students at risk of chronic absenteeism and implement tiered interventions (e.g., parent contact, incentives, attendance plans, and Tribal Tribunal)

Measures: -Attendance data reviewed biweekly or monthly by grade level teams and administration
-Decrease in students identified as chronically absent each 9 weeks (target: 2-3% reduction per cycle)
-Documentation of interventions for 100% of at-risk students
-Incremental ADA growth tracked (e.g., 93.8% - 94.2% MOY - 94.8% EOY target)

Staff Responsible for Monitoring: Administrators, Teachers, and Counselor

Problem Statements: School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

December	February	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Chronic absenteeism increased from 14.6% in 2024-2025 to 18.5% in 2025-2026.	Attendance intervention systems and family engagement efforts are not consistently identifying and supporting students with emerging attendance concerns early enough.
3	Student attendance decreased from 94.4% in 2024-2025 to 93.73% in 2025-2026.	Systems for promoting consistent attendance and communicating its impact on student success need strengthening.

Performance Objective 2

Caprock Elementary teachers will consistently communicate student academic progress and supports to families following each Beginning, Middle, and End-of-Year MAP testing window, as well as during each 9-week grading period.

Action Step 1

100% of teachers will document at least three communication points per student per testing cycle (Beginning, Middle, End) to share student progress with their families. Data sources include but are not limited to MAP Growth and Fluency, unit assessments, student work, and teacher formative assessments.

Measures: Teachers will utilize existing communication tools (e.g., email, phone calls, parent portals, messaging apps) and be provided with templates and brief training to ensure consistency and efficiency.

Staff Responsible for Monitoring: Administrators, core subject classroom teachers, ISTs, and Special Education Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.

Performance Objective 3

By May 2027, the campus will promote parental and community involvement in campus planning and events by promoting a minimum of 3 academic events as measured by Title I documentation and sign-in sheets.

Action Step 1

Plan and host at least three academic nights for the school year, including Open House, Valentine's Data Dance, Math Night and Literacy Night.

Measures: Student, family, and staff attendance as measured by sign-in sheets.

Staff Responsible for Monitoring: Administrators and Staff Committees

Problem Statements: Student Learning 2

Funding Sources: Parent Involvement Funds 211 - Title I Pt A Impr BSC Prg, $2,948

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Caprock Elementary administrators and staff will collaboratively establish, implement, and consistently follow a clearly defined behavior management process and campus-wide guidelines for student discipline, including accurate entry and timely communication of discipline referrals using the district's digital discipline referral system.

Action Step 1

Develop and communicate campus-wide discipline guidelines, including definitions of behaviors, referral thresholds, required documentation, and communication expectations with families with staff feedback.

Measures: By the end of the school year, 100% of staff will be trained and expected to follow the established discipline process and guidelines.

Staff Responsible for Monitoring: Administrators, Counselor, and Teachers

Problem Statements: Perceptions 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Provide staff training on the district's digital discipline referral system, including hands-on practice and exemplars.

Measures: Campus monitoring will show 90% or higher consistency in referral quality (aligned to guidelines such as clear descriptions, appropriate coding, and documented interventions).

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 4 - Perceptions 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 3

Administrator audits and data reviews will occur every 6 weeks, with improvements in timeliness, accuracy, and communication noted across each review cycle.

Measures: Gather teacher feedback on the usability and effectiveness of the system and processes. Adjust guidelines, training, and supports to improve clarity, efficiency, and outcomes for students and staff.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 2 - Perceptions 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Less than 50% of students met their 25-26 projected MAP Growth goal for reading and math from BOY to EOY. MAP Reading (English) growth declined from 58% to 48% over three years. 25-26 MAP Reading (Spanish) growth was currently 51%. 25-26 MAP Math growth was currently 48%.	A consistent campus-wide system for monitoring student growth, responding to intervention data, and providing differentiated instruction has not yet been fully implemented across all grade levels and content areas.

4	Reading achievement gaps persist among student groups despite overall growth on 2026 STAAR Reading. 56% of grade 3 and 4 students performed at meets grade level or above. 37% of grade 3 and 4 African American students performed at meets or above. 42% of grade 3 and 4 Economically Disadvantaged students performed at meets or above. 30% of Special Education students performed at meets or above.	Students requiring additional language, literacy, and special education supports did not receive sufficient targeted instruction aligned to grade-level standards because interventions prioritized closing gaps below grade level.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus lacks a structured MTSS process to make sure all students are monitored and supported on a timely manner in order to meet their achievement growth targets and emotional needs.	Reactive referral system has been used rather than an structured and systematic MTSS process to monitor students' progress, which creates inconsistencies in the support provided across grade levels and programs.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Ava DeAlva	Title 1 Aide	Student/Classroom Support	1
Connie Cornejo	Title 1 Aide	Student/Classroom Support	1
Erica Reynolds	Campus Instructional Coach		1
Kelli Mills	IST	Student Intervention Support	1
Sage Nichols	Title 1 Aide	Student/Classroom Support	1

Funding Summary

Funding Summary

211 - Title I Pt A Impr BSC Prg

Goal	Performance Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1	Campus Instructional Coach	--	$7,500.00
1	1	1	Teacher Planning Days	--	$3,300.00
1	1	3	Title 1 Aides	--	$64,500.00
1	1	3	IST	--	$84,000.00
1	2	2	Tutoring Extra Duty Pay	--	$879.00
1	2	2	Seasonal Tutors	--	$6,620.00
1	2	2	IST	--	$84,000.00
2	3	1	Parent Involvement Funds	--	$2,948.00
				Sub-Total	$253,747.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026