Keller Independent School District

Caprock Elementary School

2025-2026 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

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 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	**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. Additionally, there is a need for more targeted, consistent instructional supports and interventions during the school day to address these opp

⭐ **= 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 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	**Root Cause**
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.	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.

⭐ **= Priority**

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.

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	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.

⭐ **= Priority**

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.

★ **= Priority**

Priority Problem Statements

	Problem Statement	**Root Cause**
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.	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.
2 ★	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. Additionally, there is a need for more targeted, consistent instructional supports and interventions during the school day to address these opp
3 ★	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	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.
4 ★	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.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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**

- ☑ **Closing the Gaps Domain**

- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

- ☑ **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**

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**

- ☑ **STAAR released test questions**

- ☑ **STAAR Emergent Bilingual (EB) progress measure data**

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ Local benchmark or common assessments data

- ☑ Running Records results

- ☑ Observation Survey results

- ☑ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- ☑ Texas approved PreK - 2nd grade assessment data

- ☑ State-developed online interim assessments

- ☑ 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

- ☑ Male / Female performance, progress, and participation data

- ☑ Special education/non-special education population including discipline, progress and participation 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

- ☑ Discipline records

- ☑ Student surveys and/or other feedback

- ☑ Class size averages by grade and subject

- ☑ 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**

☑ **Evaluation(s) of professional development implementation and impact**

☑ **Equity data**

☑ **T-TESS data**

☑ **T-PESS data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

☑ **Parent engagement rate**

☑ **Community surveys and/or other feedback**

Support Systems and Other Data

☑ **Organizational structure data**

☑ **Processes and procedures for teaching and learning, including program implementation**

☑ **Communications data**

☑ **Budgets/entitlements and expenditures data**

☑ **Action research results**

Goals

Goal 1 Increase Student Achievement

Performance Objective 1

60% of students will score Meets in each tested grade level and content as measured by 2026 STAAR.

Action Step 1

Analyze previous STAAR results, current instructional gaps, and formative assessment data to identify priority TEKS for each grade level.

Staff Responsible for Monitoring: Teachers and Admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	April	July	August

Action Step 2

Establish Routine Classroom Walks allocating specific days/times to conduct walks focused on identified TEKS and/or core components, collect consistent data, and inform coaching and support.

Staff Responsible for Monitoring: Campus Admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Progress Reviews

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Action Step 3

Implement a consistent campus-wide data analysis protocol for all district summative assessments to guide Tier 1 instruction and intervention planning.

Staff Responsible for Monitoring: Principal, AP, Instructional Coach

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

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Action Step 4

Facilitate unit planning sessions at the launch of each unit, following the structure outlined in the frameworks.

Staff Responsible for Monitoring: Principal, AP, Instructional Coach

Funding Sources: 211 - Title I Pt A Impr BSC Prg, $12,000

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

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Action Step 5

Establish Routine Classroom Walks allocating specific days/times to conduct walks focused on identified TEKS and/or core components, collect consistent data, and inform coaching and support.

Staff Responsible for Monitoring: Principal, AP, ISTs, Instructional Coach, Classroom Teachers

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

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Performance Objective 2

By June 2026, a minimum of 80% of students will score in the tier 1 range in reading and math as measured by end of the year MAP Assessment.

Action Step 1

Implement Tier 1 Instructional Fidelity - Ensure all classrooms consistently deliver high-quality, standards-aligned core instruction in reading and math, with regular walkthroughs and feedback cycles to support fidelity.

Staff Responsible for Monitoring: Principal, AP, Instructional Coach

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

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Action Step 2

Targeted Tier 2 & Tier 3 Interventions - Use MAP and ongoing progress monitoring data to identify students below grade level and provide targeted small-group interventions, adjusting supports based on student growth.

Staff Responsible for Monitoring: Principal, AP, ISTs, Instructional Coach, Classroom Teachers

Funding Sources: Title 1 Aides (2), IST (1), Campus Instructional Coach (1) 211 - Title I Pt A Impr BSC Prg, $192,000

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

Progress Reviews

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Action Step 3

Professional Development & Coaching - Provide teachers with ongoing PD and instructional coaching focused on effective literacy and math strategies, data-driven instruction, and differentiation to meet diverse student needs.

Staff Responsible for Monitoring: Principal, AP, Instructional Coach

Funding Sources: 211 - Title I Pt A Impr BSC Prg, $12,000

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

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Action Step 4

Data-Driven Collaboration - Use PLCs to analyze MAP, formative assessments, and classroom data to track progress, adjust instruction, and share effective practices that accelerate student achievement.

Staff Responsible for Monitoring: Principal, AP, ISTs, Instructional Coach, Classroom Teachers

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

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Performance Objective 3

By June 2026, the percent of 4th grade students meeting the "approaches" grade level standard in math will increase from 64% to 70% as measured by 2026 STAAR.

Action Step 1

Use Data to Drive Interventions - Analyze formative assessments, MAP data, and checkpoints to identify students at risk, and implement targeted Tier 2 small-group support with progress monitoring every 3 weeks.

Staff Responsible for Monitoring: Principal, AP, ISTs, Instructional Coach, Classroom Teachers

Funding Sources: Title 1 Aides 211 - Title I Pt A Impr BSC Prg, $44,000

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

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Action Step 2

Facilitate unit planning sessions at the launch of each unit, following the structure outlined in the frameworks.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach

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

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Action Step 3

Analyze previous STAAR results, current instructional gaps, and formative assessment data to identify priority TEKS for each grade level.

Staff Responsible for Monitoring: Principal, AP, ISTs, Instructional Coach, Classroom Teachers

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Action Step 4

Establish Routine Classroom Walks allocating specific days/times to conduct walks focused on

identified TEKS and/or core components, collect consistent data, and inform coaching and support.

Staff Responsible for Monitoring: Principal, AP, ISTs, Instructional Coach, Classroom Teachers

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

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Performance Objective 1

During the 2025-26 school year, CES will increase student attendance rate to 94.8% compared to the 93.8% ADA during the 2024-25 school year.

Action Step 1

Implement a Monthly Attendance Incentive Program That Recognizes Students Every 9 Weeks and Earns Them Prizes.

Measures: -Monitor participation rates and compare average monthly attendance data for participating students
-Number of students being recognized during every 9 - weeks student celebration events.
-

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Attendance Clerk

Title I:

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

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	April	July	August

Action Step 2

Conduct Attendance Data Reviews During Monthly Attendance Committee Meetings.

Measures: Maintain meeting agendas and minutes with actionable next steps based on current data and track effectiviness of steps.

Staff Responsible for Monitoring: Campus Leadership Team (Team leads, Administrators, and Counselor)

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

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Action Step 3

Promote Attendance Awareness through Monthly Newsletters, Social Media, and Contacting Families with an ADA below 90%.

Measures: -Maintain copies of communications and monitor engagement (e.g., views, likes, shares) -Compare student attendance after contacting families to establish a support/incentive plan.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Attendance Clerk

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

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Action Step 4

Share attendance goals and progress with staff during faculty meetings.

Staff Responsible for Monitoring: Principal and Assistant Principal

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

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Performance Objective 2

Establish and promote parental involvement and open communication between all stakeholders we serve, while creating a culture of affirmation and academic partnership and accountability between the campus and families.

Action Step 1

Provide consistent, bilingual communication through newsletters, campus website, social media, and parent messaging platforms to keep families informed of events, academic expectations, and student progress.

Staff Responsible for Monitoring: Principal, AP, Instructional Coach, Counselor

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

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Action Step 2

Host at least one family engagement event per month (e.g., literacy night, math workshop, parent forum) beginning September 2025.

Staff Responsible for Monitoring: Principal and AP

Funding Sources: 211 - Title I Pt A Impr BSC Prg, $3,500

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

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

Progress Reviews

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Action Step 3

Recognize parent and community contributions through a "Parent/Partner Spotlight" in our monthly Gator Gazette to staff and families via ParentSquare newsletters.

Staff Responsible for Monitoring: Principal, AP, Counselor, and Instructional Coach

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

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

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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By June of 2026, 100% of staff members will help establish and implement consistent school-wide behavior expectations for students during transitions and for common areas as measured by the end-of-year campus survey.

Action Step 1

Facilitate a Campus-Wide PBIS Refresher and Expectation-Setting Session During August PD

Measures: Attendance sign-in sheets and staff feedback forms

Staff Responsible for Monitoring: CES Leadership Team, Teachers, and Admin

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	April	July	August

Action Step 2

Develop and Distribute a CES Behavior Expectations Matrix for Transitions and Common Areas

Measures: Completion of matrix, confirmation of staff receipt and posted visuals in key areas

Staff Responsible for Monitoring: CES Leadership Team, Teachers, and Admin

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

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Action Step 3

Conduct Monthly Walkthroughs Focused on Transitions and Common Area Behavior Implementation

Measures: Walkthrough data logs and trend summaries

Staff Responsible for Monitoring: Admin Team

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Action Step 4

Include Behavior Expectations Implementation Questions on the Mid-Year and End-of-Year Staff Surveys

Measures: -Survey completion rates and positive response percentages
-Staff suggestions on improvements and ideas

Staff Responsible for Monitoring: Admin Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Action Step 5

Monitor Staff Implementation of Positive Behavior Incentives With Fidelity.

Measures: Walkthrough data logs and trend summaries

Staff Responsible for Monitoring: Admin Team and CES Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

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State Compensatory Education

State Compensatory

Budget for Caprock Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Caprock Elementary School

Name	Position	FTE
Ava DeAlva	Title 1 Instructional Aide	1
Connie Cornejo	Title 1 Instructional Aide	1
Jennifer Esparza	Campus Instructional Coach	1
Kelli Mills	IST (Instructional Specialist Teacher)	1

Title I
Summary

Title I Personnel

Name	Position	Program	FTE
Jennifer Esparza	Campus Instructional Coach	Instructional Support	1
Kelli Mills	IST	Student Intervention Support	1
Marta Ziegler	Title 1 Aide	Instructional Paraprofessional	1
Sage Nichols	Title 1 Aide	Instructional Paraprofessional	1
Vacant	Title 1 Aide	Instructional Paraprofessional	1