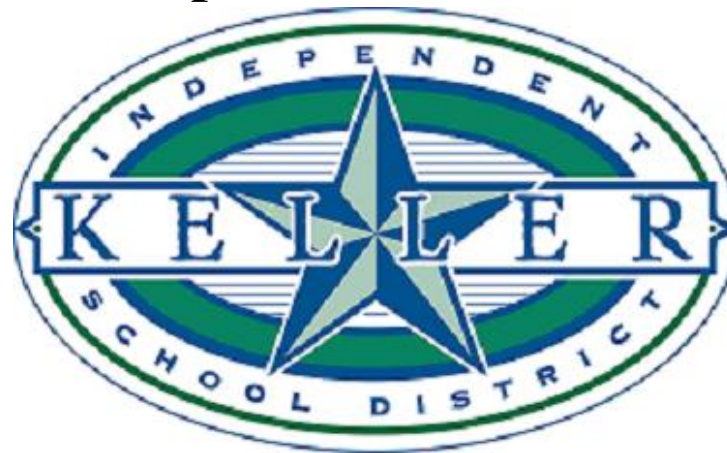


Keller Independent School District
Caprock Elementary School
2022-2023 Comprehensive Needs Assessment



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7

Comprehensive Needs Assessment

Demographics

Demographics Summary

updated 8/20/2022

Caprock Elementary School is a PreK – 4 elementary campus in Keller ISD in Fort Worth, Texas, with a population of 644 students (34.9% white, 46.5% Hispanic, 9% African American, 5.7% two or more races, 4% 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 47.9% of Caprock students are identified as economically disadvantaged, 27.3% are identified as Limited English Proficient, 32.6% are identified as At-Risk and 17.1% 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 137 bilingual students.

Average daily attendance at Caprock Elementary School is 96%. 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 31 are homeroom teachers, 4 elective teachers (Art, Music, PE, Theatre Arts), 1 Library/Media Specialist, 1 Diagnostician, 1 Speech Therapist and 4 Intervention Support Teachers (1 serving bilingual and 3 serving monolingual) and 1 math instructional coach. We also have 9 total educational aides, 2 of which service PreK students, 1 aide serves elective students, 1 aides serve resource students, 2 aides serve STACC students and 3 aides serve bilingual students specifically. Caprock Elementary has 1 Principal, 2 Assistant Principals, 1 Secretary, 1.5 Counselors, 1 Nurse, 2 Office Aide I position and 1 Office Aide II position. Additionally, we have support staff shared with other campuses to serve our students including a behavior interventionist, a SLP assistant, OT, PT, APE and an LSSP.

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

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

Demographics Strengths

- At risk numbers are decreasing over time,

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who fall under the economically disadvantaged indicator are performing 20 - 30% below students who are not identified as economically disadvantaged. **Root Cause:** lack of background knowledge

Student Learning

Student Learning Summary

Caprock Elementary School follows the district scope and sequence and instructional frameworks and timelines. Within the learning environment, teachers and staff utilize instructional materials embedded within the curriculum documents.

In 2021 - 2022, 31% Caprock students were receiving Tier 2 and/or 3 intervention support for Academics and/or Social Emotional Learning. Through the use of NWEA MAP Assessments (MAP Growth Reading and Math, MAP Reading Fluency, and MAP Skills), monolingual and bilingual teachers will be able to more effectively progress monitor student growth and support students in setting goals to close gaps and show academic growth over time.

We also believe that students must also be healthy, engaged, responsible, and caring people. Caprock Elementary utilizes The Leader in Me, which provides our school with the vision and language to lead the school in a way that addresses all areas of development. As each child discovers and develops his/her unique gifts and talents, they are given opportunities to lead. As leaders, they become active, engaged partners in their own education and their self-confidence, responsibility, and initiative grows. The children quickly understand the benefits of different gifts and talents; they learn to listen to new ideas, work together to achieve results, and motivate one another to be the best.

Student Learning Strengths

- Tier 2 and Tier 3 numbers decreased by 17% from one school year to the next

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There are still 31% of students who are in need of individualized or small group instruction through Tier 2 and Tier 3. **Root Cause:** student/family mobility

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs

Caprock utilizes the district curriculum in all classrooms. Lucy Calkins is used as an instructional resource to implement the Reading and Writing Workshop Models. This form of learning maximizes student time to work, practice or apply a skill while the teacher confers with other students to determine and address individual needs. The Caprock teachers worked during the 21 - 22 school year to implement the Workshop Model into their Writing lessons and are implementing Reading this school year, while partnering with Teachers College Reading Writing Project. This student driven, teacher facilitated framework will provide opportunities for vertical and horizontal alignment, while also improving student achievement results. Investigations, STEM-Scopes and Letterland are other components of the curriculum at Caprock.

In order to maximize instructional time, Caprock has adjusted the master schedule and teacher duties to provide students morning choice time. From 7:25 to 7:55 a.m. students participate in Morning Choice, where they are able to engage in activities that promote 21st century skills such as teamwork, collaboration, leadership, and critical thinking. CES students pick from different activities they want to do each morning such as artistic expression, gaming, collaboration projects, computer time, and leadership activities.

Caprock also hosts weekly after school tutoring to support students in mastery of readiness and supporting TEKS. In 4th grade, data from TEKS based assessments given and will be used to track student progress and mastery of skills. This data will be the driving force for student goal setting and creating groups for intervention and tutoring. Pull out programs appear to have a negative impact on the overall performance compared to peers. Due to scheduling conflicts and limited resources, some students are pulled from their core instruction to receive their intervention services. Caprock will work to have Interventionists push into class as often as possible in order to maximize student time spent in Tier 1 instruction.

The 21 - 22 school year marked year four implementation of The Leader in Me framework through Franklin Covey. Each classroom uses the Leader in Me the First 8 Days curriculum, with lessons continuing throughout the course of the school year. By spending the first 8 days of school focused on positive relationships, setting goals, and team building, both the students and teachers took part in creating a positive classroom community that extends throughout the school year. Students will use both the Leader in Me Instructional Guide and The 7 Habits of Happy Kids as the foundation for our Social and Emotional Curriculum.

Caprock participates in ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities. New staff members receive the equivalent of one day of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors are identified for each new staff member. The principal and school administration are involved in the school's leadership model. They develop as leaders by modeling personal growth in the 7 Habits and leadership, and through setting specific goals and sharing with the staff.

Teachers follow a grade-level or team yearlong plan that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through Leader in Me curriculum or teacher-developed equivalent lessons. Lessons result in higher-order thinking, encourage internalization, and foster a desire for real-world application. All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/ or roles. Student learning reflects higher-order thinking and internalization, with a focus on transfer to real-world application. All or almost all teachers consistently model the 7 Habits and leadership principles for students, staff, and community by using the common language, living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through interactions with students, staff, and families.

Print, electronic, and/or verbal communication occurs irregularly, focused on the the impact of leadership, culture, and academics on the growth of students and the school. The 7 Habits and leadership principles are taught to families through a specific school event such as training based on The 7 Habits of Successful Families®. Students are given occasional opportunities to utilize Teach to Learn ideas around the 7 Habits and leadership principles lessons with families, but these are not formalized or systemic.

Staff and students collaborate to design and create an intentional physical environment that reflects the 7 Habits and leadership in many classrooms. Students and staff regularly and naturally use the language of the 7 Habits and leadership principles positively in interactions, classroom discussions, and family communication. Staff, student, and family relationships are occasionally reinforced through individualized Emotional Bank Account deposits. Many students and staff feel welcome, valued, loved, and trusted at school. Students apply for classroom leadership roles and interview for publicly displayed, schoolwide leadership roles based on school needs and student ideas. Students overcome challenges, evaluate skills, mentor others, and transfer skills learned in leadership roles to areas inside and outside school.

The school routinely seeks out and utilizes student voice, leading to many innovations or changes in the continuous improvement of the school. Staff and Student Lighthouse Teams exist and meet regularly to facilitate leadership, culture, and academic goals. Schoolwide events are planned by staff involving student voice in implementation, providing opportunities for students to develop, practice, and demonstrate leadership skills. Most teachers facilitate the transformation of traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement. Family & Community Leadership Events are a result of staff and student collaboration, and provide opportunities for students to practice and share leadership skills with authentic audiences.

Schoolwide WIGs are identified and written in a “From X to Y by When” format. Schoolwide WIGs are tracked on compelling public scoreboards, and progress toward their attainment is celebrated. Team or class WIGs are identified and written in a “From X to Y by When” format. Team or class WIGs are routinely tracked on classroom scoreboards, and progress toward their attainment is celebrated. All or almost all staff have developed a Personal Mission Statement and identify personal and professional WIGs written in a “From X to Y by When” format. Staff have identified lead measures for WIGs, which are tracked on scoreboards. Staff have Accountability Partners and have established a cadence of accountability. Students develop academic and personal WIGs written in a “From X to Y by When” format. At least one academic WIG is aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data are built into the weekly schedule. Students have peer-to-peer Accountability Partners. All or almost all students have Leadership Notebooks including, but not limited to, sections about themselves, WIGs, learning, leadership, and celebrations. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines. Student-Led Conferences are held where teachers guide students through a conversation about their learning with their families or adult mentors.

Leader in Me Lighthouse Report:

<https://drive.google.com/file/d/1u5OcxGvfnSRnVmtw9VDh3WDrgdHDSmz1/view?usp=sharing>

School Processes & Programs Strengths

- Continuous improvement in processes based on Leader in Me stakeholder survey

Perceptions

Perceptions Summary

The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insight o the attitudes and behaviors of staff and students. The data informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me. As a result of the alignment between the Framework and the MRA outcomes, the data informed insights link schools back to trainings and materials, allowing them to take action to improve areas of needed growth. In this way, it is very important that the scores in the MRA be used as a guide for continuous school improvement, not as an accountability measure.

Caprock uses the MRA, in conjunction with the Annual Title 1 Survey, to gather feedback from parents, staff and students to make continuous improvements to our leadership, academic and cultural environment. The following results represent a change from 2021 - 2022 school year.

Confidence

- Students like themselves and feel proud of who they are. - decrease of 22% points from a 78% to 56%

Group Leadership

- Students are able to achieve positive goals through organization, modeling, and encouraging others' strengths. - increase of 3% points from a 69% to 72%

Industry & Perseverance

- Students are committed to working hard to achieve their goals and persist even when things are difficult. - no change; 65% to 65%

Interpersonal Effectiveness

- Students work well with their peers, respectfully listen to others' opinions, and work to find solutions where everyone wins. - decrease of 3% points from a 70% to a 67%

Personal Effectiveness

- Students take responsibility for their actions, set goals, and persist even when things are difficult. - no change; 64% to 64%

Public Speaking

- Students have the skills needed to effectively prepare for, and speak in public. - decrease of 8% from a 62% to a 54%

Social Etiquette

- In social situations, students act within culturally respectful norms to show respect and consideration for others. - decrease of 17% from a 70% to a 53%

Whole Person Wellness

- Students are choosing healthy behaviors for their body and mind. - decrease of 11% from a 67% to a 56%

Staff Social-Emotional Teaching Readiness

Modeling Interpersonal Effectiveness

- Staff practice the habits of interpersonal effectiveness, allowing them to authentically teach students how to work well with their peers, respectfully listen to other's opinions, and work to find solutions where everyone wins. - no change; 83% to 83%

Modeling Personal Effectiveness

- Staff practice the habits of personal effectiveness, allowing them to authentically teach students personal responsibility, persistence and goal setting by example. - increase of 4% from 81% to 85%

Modeling Whole Person Wellness

- Staff choose healthy behaviors for their body and mind, allowing them to authentically teach students by example. - no change; 83% to 83%

Social & Emotional Learning Support

- Teachers feel they have the knowledge and consistent training they need to effectively teach and model social and emotional concepts to their students. - decrease of 3% from 82% to 79%

Family Involvement

Barriers to Engagement

- Families feel that the school environment is unwelcoming and believe that staff are too busy, resulting in poor communication and an overall insufficient sense of community. - decrease of 3%; 91% to 88%

Family Efficacy

- Families have the skills to support and motivate their child's learning, and the ability to support their child's emotional and social development. - increase of 3 % 81% to 84%

School-family Partnerships in Social-Emotional Learning

- Staff feel families are committed to the social and emotional development of their children. - increase of 2% from 74% to 76%

CULTURE

Supportive Environment

School Climate

- The overall feeling or character of a school; it can refer to aspects such as whether a school feels welcoming and supportive or unsafe. - decrease of 5% from 86% to 81%

School Events

- 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. - decrease of 1% from 69% to 68%

Student Empowerment

Students are active participants in the school community and are encouraged to make a difference, take on leadership roles, and contribute their voice to important decisions. -

decrease of 9% from 75% to 66%

Teacher Expectations

- Teachers empower student learning through high academic expectations for all students, encouraging them to do their best work and teaching students to persevere. - decrease of 13% from 82% to 69%

Student Engagement

Learning Engagement

- Students feel excited to learn as much as they can in class and actively work toward their goals. - decrease of 17% from 73% to 56%

School Belonging

- Students feel happy to be an important part of the school community and feel that people at school care about and understand them. A strong sense of belonging has a positive influence on student engagement and performance. - increase of 5% from 68% to 73%

Staff Empowerment

- Staff members feel that their opinions are valued and respected and that they are encouraged to take the lead on school improvement efforts by taking risks and proposing new ideas. - decrease of 5% from 83% to 78%

Staff Fulfillment

- Staff members look forward to coming to work each day, and are satisfied with their decision to follow a career path that gives them the opportunity to be involved in important work for children. - decrease of 2% from 92% to 90%

Academics

Student-led Achievement

Academic Goal Achievement

- 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. - decrease of 9% from 58% to 49%

Growth Mindset

- Students' beliefs about their ability to grow and improve through hard work. - increase of 1% from 57% to 58%

Parent Perception of Student-Led Achievement

- 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. - data not scored in 1st year, 19 - 20 score was 73%

Self-Efficacy in Enlisting Social Resources

- Students are comfortable asking teachers, adults, friends, or classmates for help when they get stuck on schoolwork or are experiencing a problem. - decrease of 7% from 72% to 75%

Self-Efficacy for Self-Regulated Learning

- Students can plan and organize themselves, they can stay focused to get their assignments done on time, and motivate themselves to get work done, even if there are distractions. - increase of 1% from 62% to 63%

Student Motivation

- Students are intrinsically motivated to learn and do well in school. - decrease of 3% from 68% to 65%

Teacher Efficacy

Goal Focus and Achievement

- Teachers are motivated through professional goals and are held accountable to meet those goals. In addition, the school sets academic goals and often achieves those annual improvement targets. - decrease of 5% from 79% to 74%

Instructional Efficacy

- Teachers work to improve their teaching methods through reflection on lesson effectiveness and collaboration in planning lessons. Teachers also encourage student creativity, foster critical thinking, and use student-led learning activities to improve their quality of classes. - decrease of 4% from 81% to 77%

Leader in Me Lighthouse Report:

<https://drive.google.com/file/d/1u5OcxGvfnSRnVmtw9VDh3WDrgdHDSmz1/view?usp=sharing>

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