

Ysleta Independent School District



Capistrano Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Mission Statement

At Capistrano Elementary, we deliver high-quality, grade-level instruction through strong relationships, meaningful engagement, and high expectations so every student grows academically and is prepared for what comes next.

Every Student. Every Classroom. Every Day.

Vision

Every Capistrano student will develop the academic skills and confidence needed to succeed in the next grade level and beyond.

Cada estudiante de Capistrano desarrollará las habilidades académicas y la confianza necesarias para tener éxito en el siguiente grado escolar y más allá.

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Comprehensive Needs Assessment

Demographics

Summary

Who Are We?

Capistrano Elementary serves **324 students with diverse academic, language, and instructional needs**. Our campus serves a highly economically disadvantaged population, with **96% of students identified as economically disadvantaged and 59.3% identified as at-risk**. More than half of our students (**56.2%**) are emergent bilingual, and nearly one-fourth (**24.4%**) receive special education services.

Our student population also includes students receiving Section 504 services, gifted and talented services, as well as immigrant, migrant, McKinney-Vento, and military-connected students. This diversity of needs makes **strong Tier 1 instruction, language-rich classrooms, differentiation, inclusion, intervention, and coordinated student supports essential—not optional**.

Our demographics describe the students we serve; they do not define what our students can achieve. Our responsibility is to provide the quality of instruction, support, relationships, and opportunities necessary for every student to succeed.

Campus	Students	Eco Dis	At Risk	EB	SPED	504	MKV	Foster	Migrant	Immigrant	Parent Denial	Military	GT	Pct Eco Dis	Pct At Risk	Pct EB	Pct SPED	Pct 504	Pct MKV	Pct Foster
CAPES	324	311	192	182	79	11	1	0	3	13	29	1	7	96.0%	59.3%	56.2%	24.4%	3.4%	0.3%	0.0%
Total	324	311	192	182	79	11	1	0	3	13	29	1	7	96.0%	59.3%	56.2%	24.4%	3.4%	0.3%	0.0%

Campus	Students	Pct Migrant	Pct Immigrant	Pct Parent Denial	Pct Military	Pct GT
CAPES	324	0.9%	4.0%	15.9%	0.3%	2.2%
Total	324	0.9%	4.0%	15.9%	0.3%	2.2%

Capistrano has **324 students**, including:

- **311 economically disadvantaged — 96.0%**
- **192 at-risk — 59.3%**
- **182 emergent bilingual — 56.2%**
- **79 special education — 24.4%**
- **11 Section 504 — 3.4%**
- **7 gifted and talented — 2.2%**
- **13 immigrant — 4.0%**
- **3 migrant — 0.9%**
- **1 McKinney-Vento — 0.3%**
- **1 military-connected — 0.3%**
- **0 foster care — 0%**
- **29 parent denials — 15.9% of the EB population**

(The following Data will be updated when the TEA TAPR report for 2025-26 is released.)

Ethnic Distribution								
African American	2	0.5%	0.9%	12.8%	2	0.5%	0.9%	12.8%
Hispanic	404	98.5%	96.1%	53.5%	409	98.6%	96.1%	53.5%

White	2	0.5%	2.4%	24.4%	2	0.5%	2.4%	24.4%
American Indian	2	0.5%	0.1%	0.3%	2	0.5%	0.1%	0.3%
Asian	0	0.0%	0.2%	5.6%	0	0.0%	0.2%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.2%	3.3%	0	0.0%	0.2%	3.3%
Sex								
Female	220	53.7%	49.0%	48.9%	223	53.7%	49.0%	48.8%
Male	190	46.3%	51.0%	51.1%	192	46.3%	51.0%	51.2%

Staff Demographic & Capacity Summary

The 2024–2025 TAPR data show that Capistrano was a **small campus with a relatively favorable staffing structure**. The campus reported 43.3 total staff, including 29 teachers, 5 educational aides, professional support staff, a counselor, librarian, and campus leadership.

One of the clearest strengths is the **student-to-teacher ratio of 14.1 students per teacher**, which was better than both the district ratio of 14.6 and the state ratio of 15.0. For a campus serving students with significant academic, language, and specialized learning needs, this creates an important opportunity for more individualized instruction, small-group support, and closer monitoring of student progress.

The teaching staff also brings substantial experience. Approximately **72.6% of teachers had six or more years of experience**, and more than half had at least 11 years of experience. This means the campus has a strong base of experienced educators who can contribute to instructional improvement, mentoring, collaboration, and the development of stronger campus systems.

Texas Education Agency
2024-25 Staff Information (TAPR)
 CAPISTRANO EL (071905127) - YSLETA ISD - EL PASO COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	43.3	100.0%	100.0%	100.0%
Professional Staff	38.2	88.3%	57.2%	63.8%
Teachers	29.0	67.2%	42.1%	48.3%
Professional Support	5.2	11.9%	10.2%	10.8%
Campus Administration (School Leadership)	4.0	9.2%	4.0%	3.4%
Educational Aides	5.0	11.7%	8.6%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	44.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	88.0	13,704.0
Part-time Counselors	0.0	n/a	3.0	1,298.0
Total Minority Staff	41.0	94.8%	93.3%	55.3%
Teachers by Ethnicity				
African American	0.0	0.0%	1.0%	12.8%
Hispanic	27.8	95.7%	89.3%	31.0%
White	1.3	4.3%	8.9%	52.2%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.4%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.3%	1.3%
Teachers by Sex				
Males	2.5	8.6%	28.1%	24.6%
Females	26.5	91.4%	71.9%	75.4%
Teachers by Highest Degree Held				
No Degree	1.0	3.4%	1.3%	2.4%
Bachelors	21.8	75.0%	69.4%	71.4%
Masters	6.3	21.5%	28.7%	25.4%
Doctorate	0.0	0.0%	0.6%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.9	10.1%	2.4%	7.3%
1-5 Years Experience	5.0	17.2%	15.3%	28.3%
6-10 Years Experience	6.3	21.5%	16.0%	19.7%
11-20 Years Experience	6.8	23.2%	37.8%	27.6%
21-30 Years Experience	6.1	21.0%	25.6%	14.1%
Over 30 Years Experience	2.0	6.9%	2.9%	3.0%
Number of Students per Teacher	14.1	n/a	14.6	15.0

Staff

Strengths

Capistrano's staffing data identify several important strengths:

- **Favorable student-to-teacher ratio:** 14.1 students per teacher, compared with 14.6 districtwide and 15.0 statewide.
- **Experienced teaching staff:** Nearly three-fourths of teachers had at least six years of experience.
- **Strong veteran presence:** Approximately 51% of teachers had 11 or more years of experience.
- **Instructional staffing:** Teachers made up 67.2% of campus staff, providing a substantial portion of campus personnel directly connected to classroom instruction.
- **Additional student support:** The campus included educational aides, professional support staff, counseling, library services, and campus leadership to support students and teachers.
- **Staff representation:** 95.7% of teachers were Hispanic, which may provide opportunities for strong cultural connections with the community served by the campus.

Strength Statement

Capistrano's small size, favorable student-to-teacher ratio, and experienced teaching staff provide a strong foundation for personalized instruction, close student monitoring, and targeted support. The campus has the human capital needed to improve student outcomes; the opportunity is to strengthen instructional capacity and ensure that effective practices are implemented consistently across classrooms.

2025–2026 Attendance Summary

Capistrano ended the 2025–2026 school year with a **94.16% attendance rate**, below the campus target of **96%**. While the majority of students attend school regularly, the campus is not yet meeting its attendance goal. For students who are already working to close academic gaps, consistent attendance is especially important because missed instructional time reduces access to grade-level instruction, intervention, language development, and specialized services.

Attendance must therefore remain a **shared responsibility between the school and families**. The campus will continue strengthening attendance monitoring, early parent communication, recognition for strong and improved attendance, and targeted support for students demonstrating patterns of absences.

Strengths

Capistrano is a **small elementary campus serving 324 students**, which is a strength because it allows staff to know students and families well and creates opportunities for stronger relationships and more individualized support. Our campus size also supports a **favorable student-to-teacher ratio**, making it easier to monitor student progress closely and respond to individual learning needs.

Our students bring a wide range of languages, experiences, strengths, and learning needs to the campus. More than half of our students are emergent bilingual, and we also serve students through special education, Section 504, gifted and talented, migrant, immigrant, McKinney-Vento, and military-connected programs. This diversity creates a rich and inclusive school community and gives us the opportunity to build a learning environment where students are known, supported, and challenged.

A key strength of Capistrano is that our **small size, close-knit community, and diverse student population give us the ability to personalize support and build meaningful relationships with students and families.**

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Capistrano serves a high-need student population, but instructional supports are not yet consistently matched to the academic, language, and learning needs of our students, limiting their ability to reach grade-level expectations.	Instructional practices are not yet consistently differentiated, language-rich, and responsive to the diverse academic needs of our students, resulting in uneven access to grade-level learning and support.
2 Teacher capacity to consistently implement rigorous, grade-level instruction varies across classrooms despite a generally experienced staff.	Coaching and professional learning have not yet been sufficiently targeted and differentiated to translate teacher experience into consistent implementation of strong instructional practices.
3 Although attendance and chronic absenteeism improved, overall campus attendance remains below the 96% target, resulting in continued loss of instructional time for some students.	Attendance systems and family supports have not yet consistently prevented repeated absences among students with the greatest attendance needs.

★ = Priority

Student Learning

Summary

Our students are growing, but not yet fast enough to reach grade-level expectations.

Campus Name Student	Student Achievement	School Progress	Closing the Gaps	Overall Rating
Capistrano ES	58 (F)	63 (D)	59 (F)	62 (D)

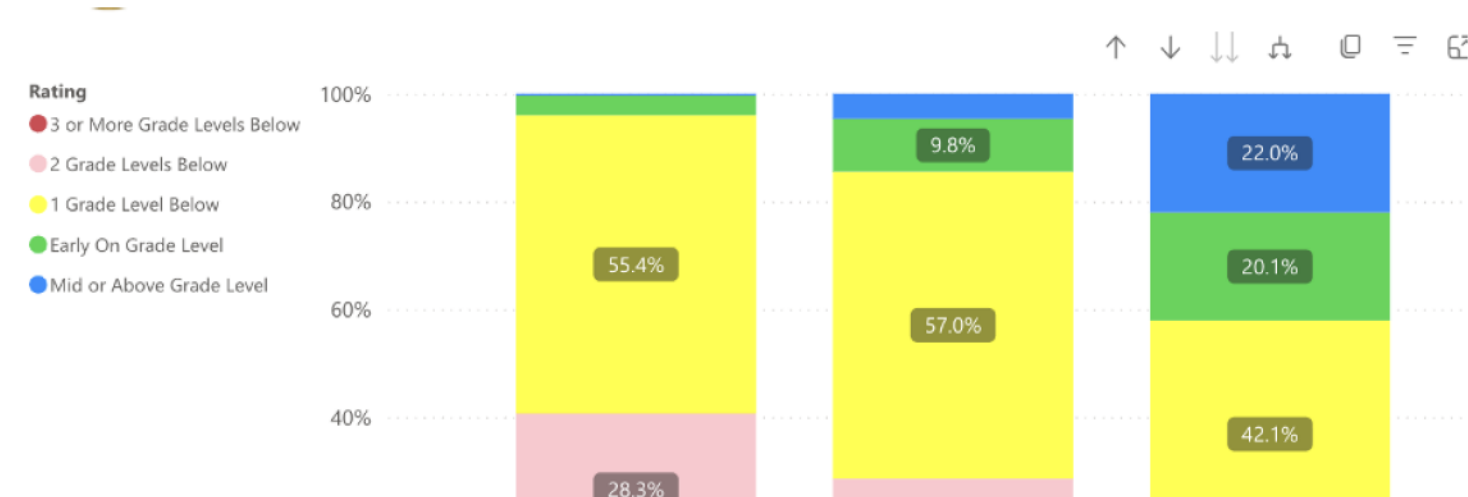
Capistrano Elementary's academic data for the 2025–2026 school year highlights the critical need for targeted interventions and strategic planning to elevate student success to meet grade-level standards. Our overall state accountability score of 62, which equates to a D, indicates that there is significant room for improvement in our educational practices and student support systems.

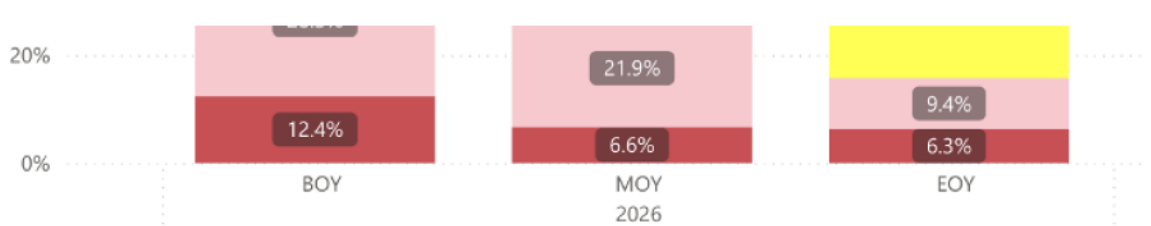
The Student Achievement score of 58, categorized as an F, underscores the urgency to enhance our instructional methods and resources to better support our students in reaching their academic potential. This score reflects that a considerable number of our students are not meeting the expected academic benchmarks, necessitating a comprehensive review and adjustment of our curriculum and teaching strategies.

Our School Progress score of 63, a D, suggests that while there is some movement in the right direction, it is not sufficient to ensure that all students are advancing at an acceptable rate. This calls for a more robust approach to monitoring student progress and implementing timely interventions to address learning gaps as they arise.

The Closing the Gaps score of 59, also an F, indicates that we are not effectively addressing the disparities in educational outcomes among different student groups. This is a critical area that requires focused attention to ensure equity in education and to provide all students, regardless of their background, with the opportunities and support they need to succeed. We must prioritize initiatives that target these gaps and foster an inclusive learning environment where every student can thrive.

I Ready Performance



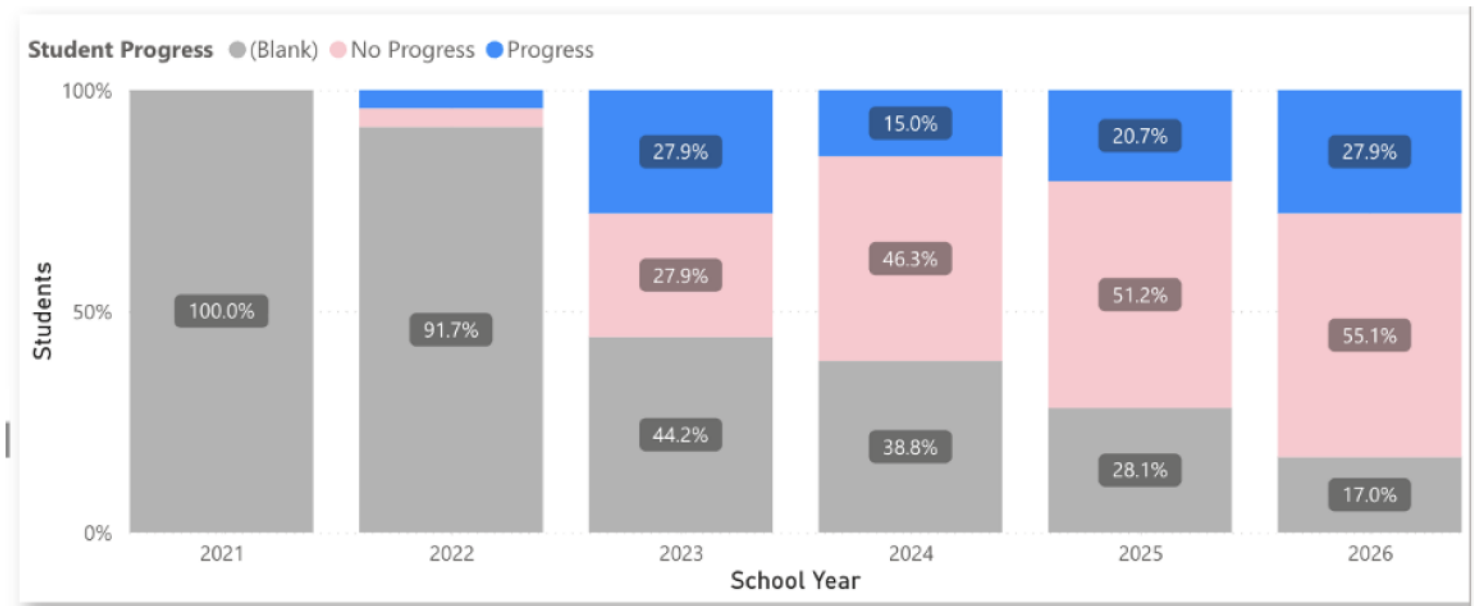


Our recent analysis of i-Ready data has revealed promising trends in student development, underscoring the positive impact of targeted instruction and support. At the start of the academic year, a mere 4% of our students were performing at or above their grade level. However, by the year's end, this figure had impressively risen to approximately 42%. This substantial improvement highlights the effectiveness of our educational strategies and the dedication of our teaching staff in fostering student growth.

Moreover, the data indicates a significant reduction in the number of students who were two or more grade levels behind. Initially, about 41% of our students fell into this category, but by the conclusion of the school year, this percentage had decreased to around 16%. This decline is a testament to the concerted efforts made to address learning gaps and provide the necessary interventions to support our students' academic progress.

Despite these achievements, it is important to acknowledge that approximately 58% of our students were still at least one grade level below by the end of the year. This statistic serves as a reminder that while we have made meaningful strides, there is still considerable work to be done. Our focus must remain on accelerating learning to ensure that all students can reach their full potential, rather than merely maintaining the current rate of growth. As we move forward, we are committed to refining our instructional approaches and continuing to provide the resources and support necessary to elevate student achievement across the board.

TELPAS Performance- Growth



Our recent analysis of language-development data has highlighted a critical area that demands our immediate focus. According to the 2026 TELPAS growth data, only 27.9% of our students demonstrated progress in their language development. This is a stark contrast to the 55.1% of students who were identified as making no progress, which is a significant concern that we must address with urgency. Additionally, there is a 17% of students whose progress was not recorded, as indicated by the blank entries in the report. It is imperative that we delve deeper into understanding the circumstances of these students to ensure that all learners are accounted for and supported in their language acquisition journey. Our goal is to implement targeted interventions and strategies that will foster language growth across the board, ensuring that every student has the opportunity to succeed.

Amira (I station)



Student Performance on iStation Assessments

Performance Growth

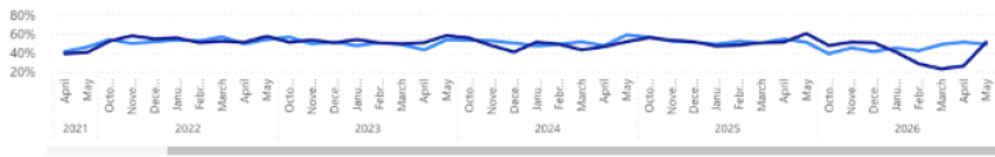
Assessment Month

- ☐ Select all
- ☐ August
- ☐ September
- ☐ October
- ☐ November
- ☐ December
- ☐ January
- ☐ February
- ☐ March
- ☐ April
- ☐ May

Grade

- ☐ Select all
- ☐ KG
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Eng Growth Spn Growth



School Year

- ☐ Select all
- ☐ 2021
- ☐ 2022
- ☐ 2023
- ☐ 2024
- ☐ 2025
- ☐ 2026

School Year	Assessment Month	2021											
		October		November		December		January		February		March	
Campus		Eng Growth	Spn Growth	Eng Growth	Spn Growth	Eng Growth	Spn Growth	Eng Growth	Spn Growth	Eng Growth	Spn Growth	Eng Growth	Spn Growth
CAPES		47.1%	50.0%	40.6%	52.8%	44.4%	46.4%	46.0%	42.2%	36.5%	43.6%	43.7%	38.7%
KG				29.0%	5 or Less	44.1%	5 or Less	38.2%	5 or Less	45.5%	5 or Less	56.3%	5 or Less
Grade 1		44.7%	66.7%	22.7%	68.8%	30.5%	53.1%	33.3%	40.6%	25.9%	37.9%	22.0%	46.7%
Grade 2		53.3%		43.8%	5 or Less	35.6%	37.9%	37.8%	37.9%	19.4%	37.5%	34.3%	43.5%
Grade 3		44.8%	53.3%	54.5%	5 or Less	36.1%	42.9%	59.3%	35.0%	46.9%	40.0%	50.6%	25.0%
Grade 4		46.3%	37.1%	43.9%	44.1%	58.0%	47.4%	47.1%	41.7%	36.4%	48.4%	43.4%	50.0%
Grade 5		47.4%	52.6%	41.9%	61.1%	55.1%	48.6%	50.5%	53.3%	44.4%	56.5%	54.2%	36.0%
Total		47.1%	50.0%	40.6%	52.8%	44.4%	46.4%	46.0%	42.2%	36.5%	43.6%	43.7%	38.7%

The iStation reading-growth data indicates a need for enhanced consistency in our instructional approaches. The campus growth percentages have varied significantly from month to month, rather than exhibiting a steady, upward trajectory. This fluctuation suggests that although our students are indeed making progress, the current learning experiences are not yet fostering consistent growth across all classrooms and grade levels. It is imperative that we address this inconsistency to ensure that every student benefits from a stable and effective learning environment that supports continuous improvement in reading skills.

Strengths

Student Learning Strengths

Capistrano's data show that **students are capable of making meaningful academic growth when provided with targeted instruction and support**. Although overall achievement remains below our goal, several areas demonstrate positive movement:

- **i-Ready data show strong growth across the school year.** The percentage of students performing on or above grade level increased from approximately **4% at the beginning of the year to about 42% by the end of the year**. At the same time, the percentage of students performing two or more grade levels below decreased substantially.
- **School Progress was the strongest of the three accountability domains**, earning a score of **63**, compared with Student Achievement at 58 and Closing the Gaps at 59. This suggests that students are demonstrating growth even though more acceleration is needed to reach grade-level expectations.
- **A portion of our emergent bilingual students demonstrated measurable language growth**, with 27.9% showing progress on the most recent TELPAS growth data. This gives us evidence that students can make language gains when the right instructional supports are consistently in place.
- Across the data, we see evidence that **our students respond to instruction and intervention**. Our opportunity is to build on that strength by making effective practices more consistent across classrooms so that more students experience accelerated growth.

Our students are showing us that they can grow. Our next step is to ensure that growth is consistent, accelerated, and strong enough for every student to reach grade-level expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Too many students are not yet reaching grade-level expectations despite showing academic growth.	Grade-level Tier 1 instruction, progress monitoring, and instructional adjustment are not yet implemented consistently enough across classrooms to accelerate student learning.
2★ Students do not consistently experience rigorous, grade-level instruction because HQIM is not being implemented with fidelity across all classrooms.	Inconsistent lesson internalization leads to reduced fidelity to HQIM, grade-level rigor, and planned checks for understanding.
3★ Students are not consistently receiving timely, targeted support when they struggle with grade-level content.	Teachers are not consistently using checks for understanding and AGMO to identify misconceptions and adjust instruction in real time.
4★ Teacher capacity to consistently implement high-quality, grade-level instruction varies across classrooms.	Coaching, feedback, and follow-up have not yet been implemented consistently enough to build teacher skill and ensure sustained instructional improvement.

★ = Priority

School Processes & Programs

Summary

Capistrano Elementary has systems in place to support strong Tier 1 instruction, intervention, student progress monitoring, and continuous improvement. Our instructional program is grounded in district-adopted HQIM and grade-level TEKS, with an emphasis on lesson internalization, consistent instructional schedules, and students engaging in grade-level work. Teachers participate in PLC/PLT meetings to analyze student work, review assessment data, plan instruction, and determine next steps for students.

Campus leaders have established structures for walkthroughs, coaching, professional learning, and data conversations to provide feedback, identify areas of need, and build teacher capacity for stronger instructional practice.

Professional learning is focused on our campus priorities, including HQIM implementation, lesson internalization, explicit instruction, Aggressive Monitoring (AGMO), checks for understanding, and using student evidence to adjust instruction. Campus leaders conduct walkthroughs, provide feedback and coaching, and use teacher and student data to identify areas needing additional support. Teachers requiring more intensive support receive targeted coaching cycles.

Student progress is monitored through district and campus assessments, including STAAR, i-Ready, mCLASS, Amira/Istation, TELPAS, checkpoints, and classroom assessments. Students needing additional support receive intervention, tutoring, small-group instruction, and intersession opportunities. Special education, emergent bilingual, dyslexia, and other support services are coordinated with classroom instruction to help students access grade-level learning.

Communication with families occurs through conferences, ClassDojo, campus events, progress reports, and individual teacher communication. Campus leadership also works collaboratively with staff through faculty meetings, leadership meetings, PLCs, walkthrough feedback, and data conversations to make instructional decisions and adjust campus supports.

Technology is integrated into instruction and assessment through district-approved digital programs and resources that provide students opportunities for practice, progress monitoring, and differentiated support. Overall, our processes are designed around a continuous cycle of **plan → teach → monitor → adjust → intervene → reassess** so that instruction responds to what students need.

Strengths

Capistrano has several strong systems in place to support student learning and continuous improvement. The campus uses district-adopted HQIM, common assessments, universal screeners, and student work to guide instructional decisions. Teachers collaborate through PLC/PLT structures, and campus leadership uses walkthroughs, coaching, and data conversations to provide feedback and identify next steps.

Additional strengths include targeted intervention, tutoring, intersession opportunities, special education and bilingual supports, and ongoing professional learning focused on lesson internalization, explicit instruction, AGMO, and checks for understanding. The campus also maintains regular communication with families through conferences, ClassDojo, progress reports, and campus events.

A key strength is that **systems and supports are in place; the next step is ensuring they are implemented consistently and with fidelity across all classrooms.**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Families of students with the greatest academic and behavioral needs are not consistently engaged in school-based opportunities, conferences, and learning-focused activities.	Current family engagement efforts do not yet consistently remove barriers or create targeted, meaningful opportunities that bring our highest-need families into partnership with the school.

★ = Priority

Perceptions

Summary

Capistrano is in the process of rebuilding a culture of high expectations, shared responsibility, and belief in what students and adults can accomplish. Staff, parent, and student surveys have been initiated to better understand perceptions of school culture, climate, communication, belonging, and engagement. This feedback is helping campus leadership identify both strengths and areas that require intentional improvement.

A clear strength of the campus is that **staff members care deeply about the students and families they serve**. There is also a strong group of parent volunteers who regularly support teachers with classroom preparation and campus needs. However, caring for students has not always translated into consistently high expectations for student achievement or collective ownership of campus outcomes. Years of limited academic success appear to have contributed to a culture in which low performance can sometimes feel expected rather than urgent.

Staff culture also reflects a need to strengthen collective responsibility. Some staff members view responsibilities primarily within the boundaries of the contractual workday and are hesitant to participate in additional professional learning, planning, or campus activities without compensation or flex time. Moving forward, the campus must build a culture where professional commitment is rooted not only in compliance, but in a shared understanding of what students need in order to succeed.

Student feedback has identified an especially important concern: **some students report that they do not have a trusted adult on campus**. This reinforces the need to intentionally strengthen relationships, belonging, and student voice so that every child feels known, supported, and connected to at least one adult at school.

Capistrano serves one of the district's highest-need communities; however, **student demographics cannot become an explanation for low expectations or low achievement**. Nearby schools serving students with similar challenges demonstrate that strong outcomes are possible. Our work is therefore centered on changing adult beliefs, strengthening systems, celebrating growth, and building the collective confidence that comes from experiencing success.

Our staff cares about our students, parent volunteers willingly support the work of the campus, and leadership has begun actively seeking feedback from students, staff, and families rather than making assumptions about their experiences. There is a growing willingness to identify difficult realities and address them directly.

Strengths

Capistrano has a caring staff and a committed group of parent volunteers who consistently support students, teachers, and campus needs. Staff members demonstrate genuine concern for children and families, providing a strong foundation on which to build higher expectations, stronger relationships, and a more positive culture of achievement.

Another emerging strength is our willingness to listen. The campus has begun intentionally gathering feedback from students, staff, and families to better understand their experiences and use their voices to guide improvement. This reflects a growing culture of reflection and continuous improvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	A culture of consistently high expectations, collective responsibility, and strong student-adult relationships is not yet evident across the campus.	Limited experiences of sustained success have contributed to low expectations and inconsistent collective ownership for student and campus outcomes.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Too many students are not yet reaching grade-level expectations despite showing academic growth.

Grade-level Tier 1 instruction, progress monitoring, and instructional adjustment are not yet implemented consistently enough across classrooms to accelerate student learning.

2
★

Students do not consistently experience rigorous, grade-level instruction because HQIM is not being implemented with fidelity across all classrooms.

Inconsistent lesson internalization leads to reduced fidelity to HQIM, grade-level rigor, and planned checks for understanding.

3
★

Students are not consistently receiving timely, targeted support when they struggle with grade-level content.

Teachers are not consistently using checks for understanding and AGMO to identify misconceptions and adjust instruction in real time.

4
★

Teacher capacity to consistently implement high-quality, grade-level instruction varies across classrooms.

Coaching, feedback, and follow-up have not yet been implemented consistently enough to build teacher skill and ensure sustained instructional improvement.

5
★

Families of students with the greatest academic and behavioral needs are not consistently engaged in school-based opportunities, conferences, and learning-focused activities.

Current family engagement efforts do not yet consistently remove barriers or create targeted, meaningful opportunities that bring our highest-need families into partnership with the school.

6
★

A culture of consistently high expectations, collective responsibility, and strong student-adult relationships is not yet evident across the campus.

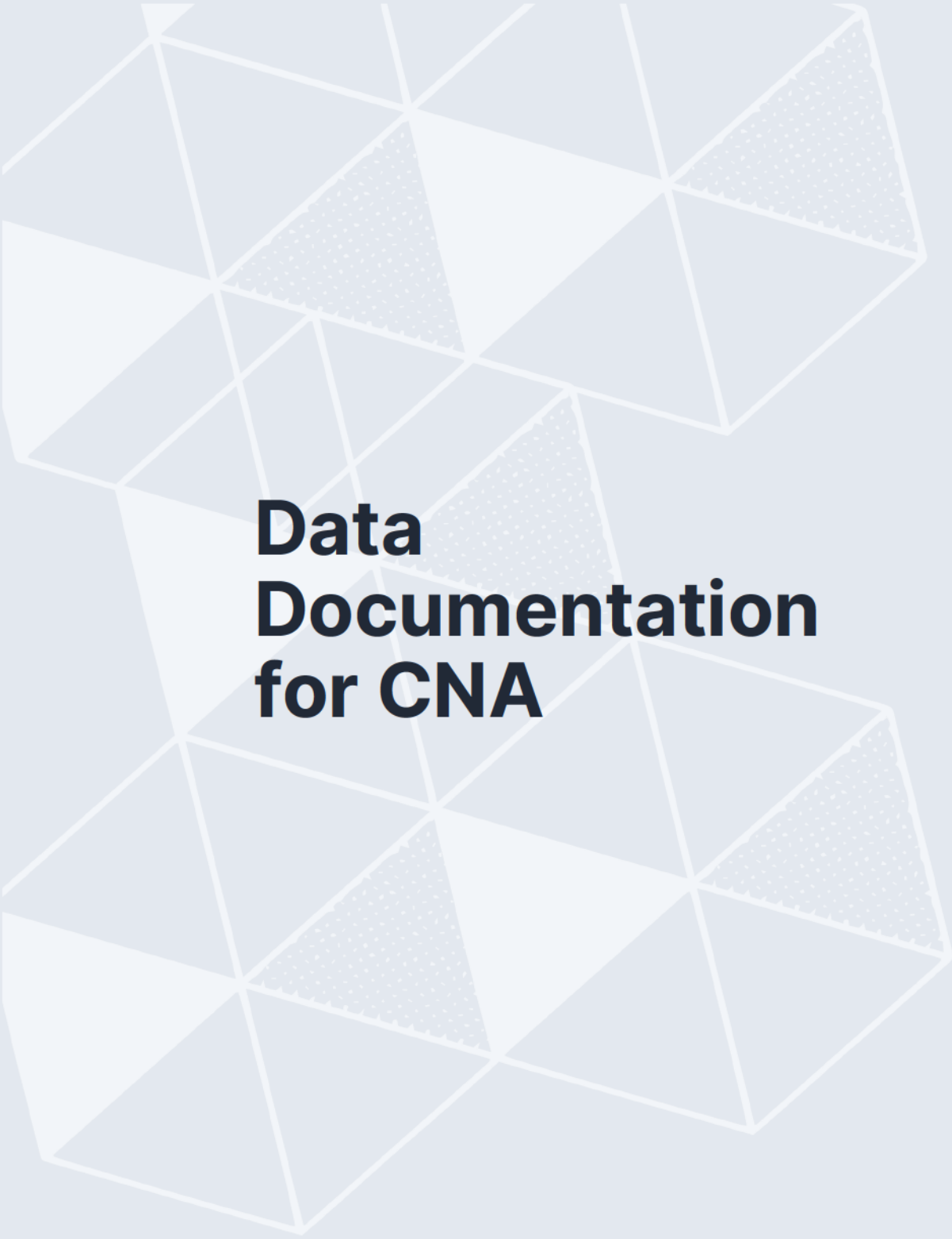
Limited experiences of sustained success have contributed to low expectations and inconsistent collective ownership for student and campus outcomes.



Capistrano serves a high-need student population, but instructional supports are not yet consistently matched to the academic, language, and learning needs of our students, limiting their ability to reach grade-level expectations.

Instructional practices are not yet consistently differentiated, language-rich, and responsive to the diverse academic needs of our students, resulting in uneven access to grade-level learning and support.

★ = 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
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Intervention data

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
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 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
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

- ☒ T-TESS data
- ☒ Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability.

Evaluation Data Source: State Assessments

Strategy 1

Strategic Instructional Resources

Allocate and monitor campus funds to ensure teachers have the instructional materials, classroom supplies, paper, printing resources, equipment, and other physical resources necessary to provide high-quality, standards-aligned instruction

Strategy's Expected Result/Impact: Teachers will have timely access to the resources needed to implement HQIM and deliver uninterrupted, standards-aligned instruction, resulting in stronger instructional delivery, student engagement, and achievement.

Staff Responsible for Monitoring: Principal, campus budget clerk, and campus leadership team.

Funding Sources: Paper Title I, Part A, \$20,607

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

Strong Tier 1 / Lesson Internalization

Implement a campus-wide lesson-internalization process using HQIM and a common internalization planning tool to ensure teachers identify grade-level standards, lesson outcomes, student thinking, anticipated misconceptions, and opportunities for rigorous student practice prior to instruction.

Strategy's Expected Result/Impact: Teachers will consistently deliver standards-aligned, grade-level instruction using district HQIM. By the end of the first nine weeks, 100% of grade-level teams will use the lesson-internalization process during collaborative planning, with at least 80% of reviewed plans demonstrating the identified essential components.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.2

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Online Instructional Resources

Purchase and provide access to high-quality, standards-aligned online instructional resources, digital platforms, and supplemental programs that support implementation of HQIM, targeted intervention, enrichment, progress monitoring, and differentiated student practice.

Strategy's Expected Result/Impact: Teachers and students will have timely access to digital resources that reinforce grade-level standards, provide targeted practice based on identified student needs, and support teachers in monitoring student progress. Strategic use of these resources will strengthen Tier 1 instruction and intervention efforts and contribute to improved student achievement and campus accountability outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Campus Budget Clerk

Funding Sources: Progress Learning Title I, Part A, \$3,976

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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Focused, Data-Driven PLTs

Implement a focused, time-bound PLT process in which grade-level teams analyze student evidence, internalize upcoming HQIM lessons, identify anticipated misconceptions, and leave each meeting with clearly documented instructional next steps.

Strategy's Expected Result/Impact: By the end of the first nine weeks, 100% of grade-level teams will consistently use the campus PLT structure and leave meetings with documented instructional actions based on student evidence.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.2

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

Data-Driven Instruction and Targeted Intervention

Implement a consistent campus-wide data cycle in which teachers and leadership analyze multiple sources of student evidence to identify strengths, learning gaps, and students needing additional support or acceleration. Grade-level teams will use assessment data, common checks for understanding, student work, and progress-monitoring evidence to adjust Tier 1 instruction, identify priority skills, form targeted intervention groups, and monitor student response over time.

Evaluation Data Source: Teachers will make timely instructional decisions based on student evidence rather than waiting for end-of-unit or end-of-year results. Students who are not yet demonstrating mastery will receive targeted support based on identified needs, while students who have demonstrated mastery will receive appropriate extension or acceleration. Consistent use of data will support increased student growth and grade-level achievement across student groups.

Strategy 1

Implement Aggressive Monitoring (AGMO) as the campus-wide monitor-and-adjust process during independent student practice. Teachers will utilize prepared exemplars, intentional monitoring pathways, checks for understanding, and real-time feedback to identify and address student misconceptions during instruction.

Strategy's Expected Result/Impact: By the end of the first nine weeks, 100% of teachers will be trained in AGMO and at least 80% will consistently demonstrate use of a prepared exemplar, monitoring pathway, and real-time feedback during appropriate portions of instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.2

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Strengthen K-2 Tier 1 Literacy Instruction

Implement consistent, standards-aligned foundational literacy instruction in K-2 using district-adopted curriculum and evidence-based reading practices. Teachers will provide explicit instruction in foundational skills, comprehension, vocabulary, and fluency while maintaining fidelity to the instructional block and grade-level expectations.

Strategy's Expected Result/Impact: Students will receive consistent, high-quality Tier 1 reading instruction that strengthens foundational literacy skills and increases the number of students demonstrating reading readiness by EOY.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, K-2 Teachers

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

Strengthen K-2 Tier 1 Math Instruction

Implement consistent, standards-aligned K-2 math instruction using district-adopted HQIM and

evidence-based instructional practices that build conceptual understanding, number sense, mathematical reasoning, problem solving, and student discourse. Teachers will provide frequent opportunities for students to model, explain, represent, and apply their mathematical thinking through grade-level tasks.

Strategy's Expected Result/Impact: Students will develop stronger foundational math understanding and problem-solving skills through consistent access to rigorous, grade-level instruction, supporting progress toward the goal of at least 25% of K-2 students achieving Level 4 or higher on the EOY i-Ready assessment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, K-2 Teachers

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Build Grade-Level Mastery in Third Grade

Strengthen third-grade Tier 1 instruction by ensuring students consistently receive standards-aligned, grade-level instruction using district HQIM, explicit modeling, guided practice, and daily opportunities to independently read, write, solve, explain, and apply their thinking. This strategy about building the conditions that have to be in place before Meets can happen consistently--strong Tier 1, grade-level work, explicit teaching, and increasing student independence.

Strategy's Expected Result/Impact: Students will build the foundational knowledge, stamina, reasoning, and independence needed to successfully engage with grade-level tasks. Consistent access to rigorous instruction and meaningful independent practice will increase the number of third-grade students progressing toward Meets Grade Level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Third Grade Teachers

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 6

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Monitor and Adjust Instruction to Accelerate Student Growth
Implement a consistent monitor-and-adjust cycle through Aggressive Monitoring (AGMO) during grade-level instruction. Teachers will use prepared exemplars, intentional monitoring pathways, checks for understanding, and real-time feedback to identify misconceptions while students are working and make immediate instructional adjustments before learning gaps widen.

Strategy's Expected Result/Impact: Students will receive timely feedback and instructional support based on their demonstrated understanding, allowing teachers to address misconceptions earlier and increase opportunities for students to make expected or accelerated academic growth. Consistent implementation will support progress toward the goal of two in three students demonstrating growth on STAAR/EOC.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 7

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Increase Access to Grade-Level Instruction
Strengthen Tier 1 instruction by using district-adopted HQIM, lesson internalization, and structured PLTs to ensure teachers consistently plan for and deliver rigorous, standards-aligned, grade-level learning. Teachers will identify the lesson outcome, exemplar, anticipated misconceptions, checks for understanding, and opportunities for students to independently demonstrate their thinking before instruction.

Strategy's Expected Result/Impact: Students will experience greater consistency in the quality and rigor of Tier 1 instruction and have increased opportunities to engage successfully in grade-level tasks. Improved access to rigorous instruction will support progress toward the goal of one in two students achieving Meets Grade Level on STAAR/EOC exams.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 8

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Provide teachers with research-based instructional strategies that increase Emergent Bilingual students' access to rigorous, grade-level content. Teachers will consistently use strategies such as explicit academic vocabulary instruction, visuals and modeling, structured student discourse, sentence stems/frames, purposeful opportunities to read, write, speak, and listen, and scaffolds that support comprehension without reducing the rigor of the task.

Strategy's Expected Result/Impact: Emergent Bilingual students will have increased opportunities to develop academic language while engaging in grade-level content, resulting in stronger comprehension, participation, written and oral responses, and progress toward the goal of one in three EB students achieving Meets Grade Level on STAAR/EOC exams. Capistrano Elementary School - ...

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Bilingual/ESL Staff

Title I: 2.5.3

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 9

Strategy 1

Strengthen ARD Processes and Communication

Implement a consistent campus-wide ARD process to ensure meetings are well coordinated, required stakeholders are identified and prepared, and all ARD requirements are addressed. All scheduled ARDs will be entered into the campus shared ARD calendar with pertinent meeting information, and the district-provided ARD checklist will be used to support consistent preparation and implementation of the ARD process.

Strategy's Expected Result/Impact: Improved communication and preparation will reduce scheduling conflicts, increase the consistent participation of required stakeholders, and strengthen the quality and compliance of ARD meetings. Clear systems will allow staff to arrive prepared with the information needed to make appropriate educational decisions for students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Diagnostician, Speech-Language Pathologist, Special Education Teachers, and other required ARD participants

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2

Ensure IEP Service Minutes Through Efficient Scheduling

Restructure Special Education service schedules to ensure students consistently receive the instructional and related service minutes outlined in their IEPs. Campus leadership and the SPED team will review student service requirements, staff schedules, instructional blocks, and inclusion/resource assignments to create an efficient schedule that minimizes conflicts and protects required service time.

Strategy's Expected Result/Impact: Students with disabilities will receive their required IEP services consistently and with greater fidelity, reducing missed service minutes and strengthening access to appropriate instructional support and grade-level learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, Diagnostician, Special Education Teachers, Related Service Providers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 3

Monitor Student Growth and Implement IEP Accommodations

Establish a consistent process for Special Education teachers to monitor student progress toward IEP goals and verify that required accommodations are being implemented across instructional settings. Teachers will maintain current progress-monitoring evidence, review student growth regularly, and communicate accommodation needs with general education staff to support consistent implementation.

Strategy's Expected Result/Impact: Students with disabilities will receive the accommodations and supports identified in their IEPs with greater consistency, and teachers will have current evidence of student progress to guide instructional decisions, ARD discussions, and adjustments to support.

Staff Responsible for Monitoring: Principal, Assistant Principal, Diagnostician, Special Education Teachers, General Education Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Goal 2 Our People

Performance Objective 1

Teacher Capacity

By May 2027, Capistrano Elementary will build the instructional capacity of teachers so that at least 80% of instructional staff demonstrate proficient or higher implementation of high-leverage Tier 1 instructional practices that increase student access to rigorous, grade-level learning.

Evaluation Data Source: BOY, MOY, and EOY Teacher Capacity Rubric data; walkthrough evidence; coaching documentation; PLT artifacts; instructional artifacts.

Strategy 1

Implement a campus-wide Teacher Capacity Rubric to establish baseline instructional capacity and monitor teacher growth at BOY, MOY, and EOY. The rubric will measure implementation of identified high-leverage Tier 1 practices, including lesson internalization, grade-level student experience, monitoring and adjustment, and response to coaching. Results will be used to identify individual and campus-wide strengths, determine areas for growth, and guide differentiated professional learning and support.

Strategy's Expected Result/Impact: 100% of instructional staff will be assessed using the Teacher Capacity Rubric at BOY, MOY, and EOY. Campus leadership will use rubric data to monitor teacher growth, identify instructional trends, and determine appropriate levels of support. By EOY, at least 80% of instructional staff will demonstrate proficient or higher implementation of identified high-leverage instructional practices.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Tiered Coaching and Feedback

Implement structured, individualized coaching cycles for identified Tier 3 teachers utilizing high-leverage action steps, modeling, practice, observation, feedback, and follow-up to strengthen standards-aligned Tier 1 instruction.

Strategy's Expected Result/Impact: By the end of the first nine weeks, 100% of identified Tier 3 teachers will participate in an active coaching cycle, demonstrate progress on an identified high-leverage action step, and receive documented feedback and follow-up.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Staff Engagement and Positive Professional Culture

Implement intentional campus systems that strengthen staff trust, communication, collaboration, recognition, and shared ownership. Leadership will provide clear and consistent communication, create regular opportunities for staff input and feedback, recognize contributions and growth, celebrate individual and team successes, and respond to staff needs with timely support and follow-through.

Strategy's Expected Result/Impact: Staff will experience greater clarity, connection, recognition, and confidence in campus leadership and systems. Employee feedback will demonstrate increased satisfaction with communication, support, collaboration, recognition, and overall campus culture, contributing to a score of 4.0 or higher out of 5.0

Staff Responsible for Monitoring: Principal, Assistant Principal, CEIC Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Family Partnership and Responsive Communication

Implement consistent campus systems that strengthen trust and partnership with families through clear, timely, and accessible communication; welcoming customer service; opportunities for parent voice and feedback; and responsive follow-up to questions, concerns, and needs.

Strategy's Expected Result/Impact: Families will report increased satisfaction with campus communication, responsiveness, support, and opportunities to partner in their child's education, contributing to a score of 4.0 or higher out of 5.0 on the Parent Satisfaction Survey.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff, Teachers, Campus Leadership Team

Funding Sources: Hospitality for parent classes, grandparents' day Title I, Part A, \$3,000

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Evaluation Data Source: Event calendars, flyers/communications, sign-in sheets, agendas, family feedback/ surveys, event artifacts, participation data, and expenditure documentation.

Strategy 1

Provide welcoming, accessible, and meaningful parent, family, and community engagement opportunities by supporting campus events with hospitality, communication, translation/ interpretation, materials, supplies, family learning resources, and other participation supports as appropriate. Events will be intentionally designed to strengthen school-family partnerships and reduce barriers to participation.

Strategy's Expected Result/Impact: Capistrano will host at least one parent/family/community engagement opportunity each nine weeks, with increased family participation and opportunities for families to learn about campus programs, student learning, available resources, and ways to support their children at home.

Staff Responsible for Monitoring: Principal, Counselor, Family Engagement Team, Teachers, Campus Leadership Team

Funding Sources: Hospitality for parent classes, grandparents' day celebration. Interpreter for parent Title I, Part A, \$3,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 5

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Staff-Sponsored Short-Cycle Clubs and Activities

Create a simple campus-wide system for staff to sponsor short-cycle extracurricular clubs and activities based on their interests, talents, and areas of expertise. Staff may offer activities individually or with a co-sponsor for a limited number of weeks, giving students additional opportunities to participate in academic, athletic, fine arts, leadership, or service-based experiences without requiring a yearlong commitment.

Strategy's Expected Result/Impact: Increasing the number and variety of staff-sponsored activities will provide students with more opportunities to connect to school, explore their interests, build relationships with staff, and participate beyond the regular instructional day, supporting progress toward the goal of at least 50% student participation in extracurricular activities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Club/Activity Sponsors

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Maximize Existing Resources Before New Purchases

Establish a campus-wide practice of identifying, organizing, and fully utilizing existing instructional materials, supplies, equipment, and resources acquired through the 21st Century Learning Program before purchasing additional items. Campus leadership will review available resources, communicate what is already available to staff, and prioritize new expenditures only when a clear instructional or operational need remains.

Strategy's Expected Result/Impact: The campus will reduce unnecessary or duplicate purchases, maximize the use of existing resources, and direct available funds toward the highest-priority instructional and operational needs while remaining at or below the allocated campus budget.

Staff Responsible for Monitoring: Principal, Campus Budget Clerk, CEIC

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Strengthen Campus Financial Controls and Compliance

Implement consistent campus financial procedures and internal controls for purchasing, cash handling, deposits, inventory, documentation, and use of district funds. The principal and budget

clerk will routinely review financial records and campus practices to identify and correct compliance concerns before they result in audit or procedural findings.

Strategy's Expected Result/Impact: Campus financial transactions, inventory, cash-handling procedures, and supporting documentation will consistently meet district requirements, resulting in no material audit, compliance, inventory, cash-handling, or financial procedure findings attributable to the campus and supporting the district's FIRST rating.

Staff Responsible for Monitoring: Principal, Campus Budget Clerk, and staff responsible for collecting, depositing, purchasing, or managing campus funds and property.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Maintain Ongoing Campus Safety Readiness

Implement a consistent campus safety monitoring system that ensures all required drills and exercises are scheduled, completed, documented, and reviewed within required timelines. Campus leadership will conduct routine checks of exterior doors, visitor procedures, staff safety practices, and required emergency documentation, and will address identified concerns immediately to maintain readiness for district and Texas School Safety Center requirements.

Strategy's Expected Result/Impact: The campus will complete 100% of required drills and exercises, maintain accurate safety documentation, promptly correct identified concerns, and have no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Safety Team, Security Personnel, Office Staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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State Compensatory Education

State Compensatory

Budget for Capistrano Elementary School

Total SCE Funds: \$333,078.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education Funds are used for employee salaries



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The current CNA process for Capistrano:

1. Establish CNA working groups.
2. Identify stakeholders and send out invitation or meeting notice.
3. Schedule the CNA timeline.
4. Conduct the CNA during multiple meetings to examine focus areas.
5. Review and analyze data referenced in the campus or district profile or other data sources.
6. Identify problem statements and conduct a root cause analysis.
7. Utilize CNA questions to guide the needs assessment process and record responses.
8. Document the CNA Discussion using the Meeting Minutes: strengths, challenges, and opportunities for improvement.
9. Draft a CNA summary to include in the campus improvement plan.
10. Create an outline to document the CNA process.
11. Collect all the documents for record keeping. The site-based decision-making team looked at last year's program evaluations, survey results and the following data.

The site-based decision-making team looked at last year's program evaluations, survey results and the following data:
Class

1.2 Location for Evidence of Multiple Meetings Held

On August 31, 2026 had the initial meeting with the CEIC. Evidence of meeting is located in the committee section of the CIP. A second meeting is scheduled for September 24th to share our priority schools plan and how it connects with our CNA.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Improvement Plan was developed in close alignment with the campus Priority Schools Plan, which was created on August 20, 2026, using Spring 2026 end-of-year student achievement and campus data. The identified priorities and action steps from the Priority Schools Plan serve as the instructional foundation for the Campus Improvement Plan.

The CEIC will meet on September 24, 2026, to review the campus priorities, discuss the action steps under each of the three priority areas, and provide stakeholder input. Additional CEIC reviews are scheduled for January and again at the end of the school year to monitor progress, review outcomes, gather additional stakeholder feedback, and make any needed revisions to the plan.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included in the Campus Improvement Plan development process through representation on the CEIC committee. CEIC members review campus priorities, provide input on planned strategies and action steps, and participate in ongoing progress reviews throughout the year.

Families were also introduced to the campus priorities during beginning-of-year Parent and Family Engagement meetings, where information about campus goals and improvement efforts was shared. Feedback from CEIC members, staff, families, and community representatives is gathered through discussion during meetings, questions and comments, and follow-up communication. This feedback is used to refine campus actions and inform updates to the plan as implementation continues.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Not applicable.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Not applicable.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The evidence of CIP evaluation is located within the **formative and summative evaluation sections of the Campus Improvement Plan**, where progress toward performance objectives and implementation of strategies is reviewed and documented. Additional evidence of evaluation is maintained in the **minutes of CEIC meetings**, which reflect stakeholder review, discussion, feedback, and any recommended adjustments to the plan. These records provide documentation that the CIP is monitored throughout the year and revised as needed based on data, implementation evidence, and stakeholder input.