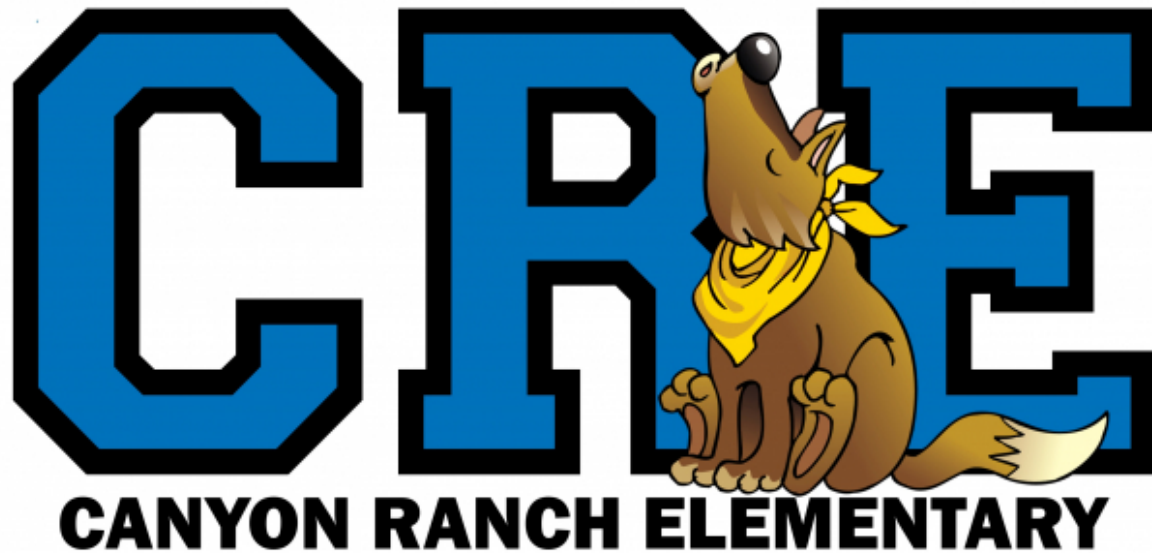


**Coppell Independent School District**

**Canyon Ranch Elementary**

**2022-2023 Campus Improvement Plan**



# Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

## Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Canyon Ranch Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Canyon Ranch serves a majority Asian student population in grades K-5. In the 2021-22 school year, total enrollment was 846.

In 2021-22, the student population was 87.7% Asian, 4.8% White, 3.3% Hispanic, 1.8% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.6% multi-racial. Females made up 48.7% of the learners and males represented 51.3%. Our economically disadvantaged percentage was 6.2%.

Our Emergent Bilingual (EB) population consisted of 194 learners that made up 22.9% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (28.8%), Tamil (19.5%), Nepali (10.3), Hindi (9.7%), and Malayalam(4.6%). Additionally, 14.9% of our EBs were also economically disadvantaged.

Our 97 gifted and talented learners constituted 11.4% of our population. Our gender split in the GT group was 43.3% female and 56.7% male. Of the four major ethnic groups, our GT learners were 93.8% Asian, 2% White, 2% Hispanic and 1% African American.

We had 66 learners that qualified for special education services, which represented 7.8% of our population. There were 29 learners with 504 accommodations, which was 3.4% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.24%, which decreased by 3.15% from the prior year.

## STAFFING

Canyon Ranch employed 48 educators and 0 instructional aides in the 2021-22 school year. The number of teachers increased by 4 from the prior year while the number of aides decreased by 3. The ethnic breakdown for the teaching staff was 4.1% Asian, 87.5% White, 4.1% Hispanic, 2% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2% multi-racial. Females made up 97.9% of the educators and males represented 2%.

Overall, our educators had a varying level of professional experience: 16.6% (8) were new to teaching with 0-1 years of experience, 41.6% (20) had 2-5 years, 35.4% (17) had 6-10 years, 6.2% (3) had 11-15 years, 0% (0) had 16-20 years, and 0% (0) had more than 20 years. Looking at longevity within the district, 35.4% of our teachers had 0-1 years in district, 54.1% had 2-5 years, 10.4% had 6-10 years, 0% had 11-15 years, 0% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 4.8 with 2.4 years in the district.

Advanced degrees were held by 31.2% of our teachers: 15 with master's degrees and 0 with doctorates. Our campus principal had 13 years of career experience in a professional position (not necessarily as a principal) and 13 years in Coppell. Our assistant principal(s) had an average of 16 years of professional experience and 6.5 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 72.34%. For educational aides it was 33.33%. We hired 14 new teachers in 2021-22. The characteristics of our new teachers were as follows: 7.1% Asian, 92.8% White, 0% Hispanic, 0% African American, 92.8% female, 7.1% male, 42.8% new to teaching, 28.5% with 2-5 years of professional experience, 21.4% with 6-10 years, 7.1% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 29.1% new to the campus. The average years of professional experience was 3.8 with 0.4 years in the district. 28.5% of our new teachers had advanced degrees.

### **Demographics Strengths**

- Many families move into our area for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
- We have many languages and cultures represented in our school.
- Our educators who are new to the profession are supported in several ways. They are assigned mentors. They are also supported by our administrators, Instructional Coach, Language Acquisition Specialists, and the GT facilitator.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth. **Root Cause:** A large part of our students (about 23%) are Emergent Bilingual Learners.

# Student Learning

## Student Learning Summary

Percentage of Canyon Ranch Elementary learners **approaching grade-level or above**

Grade-Level	Math	Reading	Science
3rd Grade	95%	95%	
4th Grade	91%	95%	
5th Grade	93%	94%	91%

Percentage of Canyon Ranch Elementary learners **mastering grade-level or above**

Grade-Level	Math	Reading	Science
3rd Grade	48%	57%	
4th Grade	66%	68%	
5th Grade	63%	73%	42%

Emergent Bilinguals Who Exited the ESL Program in 2022

Grade Level	Number Exited
1st	10

Grade Level	Number Exited
2nd	0
3rd	6
4th	6
5th	8

According to 2022 TELPAS data across grade levels, 65% of our learners are scoring advanced high in one or more of the domains of TELPAS.

### Student Learning Strengths

- Our district provides many quality resources for instruction and assessment.
- Our educators were able to collect qualitative and quantitative data as collaborative teams to help inform instructional decisions.
- Our learners performed at high levels on the STAAR assessment, with the strongest subject area being Reading in all grade levels.
- We made commendable growth on STAAR. We received an A rating as a campus this year and 5 distinctions.
- Large percentages of our learners achieved "masters" on STAAR in Reading, Math, and Science.
- According to 2022 TELPAS data across grade levels, 65% of our learners are scoring advanced high in one or more of the domains of TELPAS.
- Our Emergent Bilingual students continue to grow in their overall linguistic abilities. We continue to exit EBs from the ESL program as they show mastery on the TELPAS and STAAR. At the end of the 2021-2022 school year, we exited 30 students from the ESL program.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

**Problem Statement 2 (Prioritized):** There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions. **Root Cause:** Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

**Problem Statement 3 (Prioritized):** Based on Spring 2022 TELPAS data, our Emergent Bilinguals need the most growth in the areas of speaking and listening. **Root Cause:** A lot of this lack of growth is due to virtual learning during the Covid pandemic over the past couple of years.

**Problem Statement 4 (Prioritized):** There is a need to focus on digital citizenship more intentionally throughout the year with learners and families. **Root Cause:** District resources are provided for the beginning of the year, but more is needed throughout the year as learners have constant access to technology throughout the day at at home.



# School Processes & Programs

## School Processes & Programs Summary

The 2022-2023 school year is the fourth year for Canyon Ranch Elementary, a school serving almost 800 Kindergarten through 5th grade learners.

Canyon Ranch Elementary is organized into a House system. These six "Houses" are groups of classrooms that span several grade-levels. The House system creates opportunities for vertical alignment, multi-age collaboration, and community-building with learners. Both the physical and virtual environments support these learning opportunities. Our spaces are furnished with flexible furniture designed to be moved and utilized based on instructional needs and preferences of learners. Our flexible learning environment also includes spaces such as an outdoor learning pavilion, an interior courtyard, and raised garden beds. Learners and all staff have 1:1 access to technology.

Many systems have been established and maintained to support our Professional Learning Community. The master schedule allows for protected time for educators to collaborate, as well as a school-wide intervention and enrichment time called Den Time. All staff members, including aides, administrators, and support staff work with learners during this time. Educators also meet weekly for House Meetings, which is a time for them to address learner needs and plan for House morning meetings centered around community building, character education, and social-emotional learning. We intentionally use the Response to Intervention (RtI) process to identify areas to target in intervention with learners. The RtI team is composed of educators, Administrators, Instructional Coach, Language Acquisition Specialists, and our Counselor as needed. Intervention is provided on a consistent basis, and ongoing progress is reviewed as a collaborative team. Educators participate in ongoing professional learning within their collaborative teams and are supported by administrators, the Instructional Coach, the GT Specialist, and our Language Acquisition Specialists.

As a campus, we have focused on social-emotional learning and aligning our practices such as Morning Meeting and House Meetings. We focus on a character word weekly and recognize learners who exhibit that character word. We will continue implementing Restorative Practices. We use the first two weeks of school to align school-wide behavior expectations and to help learners develop a sense of pride in their House and our school.

## School Processes & Programs Strengths

- Our school has flexible furniture and spaces for learners to work.
- The work we do as a Professional Learning Community helps our educators work collaboratively to meet the needs of all learners and to grow as professionals in content knowledge and instructional practices.
- Our school-wide Den Time allows for dedicated time for intervention and enrichment. Educators are able to share learners in small groups across campus. With everyone participating, the focus remains on our "all kids are our kids" philosophy.
- Our RtI system and process has been effective for supporting learners and helping close academic gaps and social-emotional needs.
- Our House system provides opportunities for vertical alignment, learner mentorship, flexible grouping, and relationship-building.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is a need for ongoing professional learning. **Root Cause:** As the needs on our campus change, and new staff is added, ongoing, targeted

professional learning is required to sustain our practices and systems.

**Problem Statement 2 (Prioritized):** There is a need for ongoing work as Professional Learning Communities. **Root Cause:** As we continue to grow as a campus, and as we have added new staff members this year, it is necessary to align our practices and continue to refine the work we do as collaborative teams.

**Problem Statement 3 (Prioritized):** There is a need for training and support for Multi-Tiered Systems of Support (MTSS). **Root Cause:** Though we have been doing many pieces of MTSS already, this is a new term and updated approach for educators and staff.

**Problem Statement 4 (Prioritized):** There is a need to provide more student leadership opportunities. **Root Cause:** We have had limited opportunities to develop student leadership due to being a newer campus and most learners participating in virtual learning over the past two years.

# Perceptions

## Perceptions Summary

The district's Core Values were used in the design of Canyon Ranch Elementary. As a campus, we continue to use these values to guide our vision and center our work.

**Relationships:** We value authentic relationships. When we invest in each other we learn and flourish.

**Engagement:** We value collective engagement that positively impacts the lives of our children and our world.

**Great Teaching:** We value great teaching because we believe it is the key to deep learning.

**Redefining Success:** We value each individual's contribution because the measure of success can be different for everyone.

At Canyon Ranch Elementary, we pride ourselves on being a family made up of our learners, educators, and families. We value having a welcoming environment and truly working as a Professional Learning Community to meet the needs of all of our learners. One of our strong beliefs is that "all learners are our learners", and we are truly better together.

We also believe it is imperative to focus on the social-emotional needs of our staff and our learners. Our focus is to make all learners feel included and connected as part of the Canyon Ranch family.

As a staff, we work hard to connect with each other and work as true collaborative teams. Each team sets collective commitments together each year. Staff members are partnered together as encouragement partners throughout the year to build morale and for them to get to know new people. We also work to connect learners. Each class is assigned a buddy class from their buddy House. These classes partner together to build bonds and relationships between Houses, classes, and grade-levels.

In the spring of 2022, 87% of CRE parents who took the Panorama survey responded favorably to questions about the school climate, compared to 78% district-wide. When responding to questions about their child enjoying going to school, 93% responded favorably. When responding to questions about school safety, 81% responded favorably. When responding to questions regarding family efficacy and key parenting skills, only 70% responded favorably.

## Perceptions Strengths

- We value collective engagement.
- We value great teaching.
- We value authentic relationships.
- We value each individual's contribution.
- We have a high focus on learning for all.
- Our House system provides learners with a sense of belonging, a community, and school/House pride.
- Educators work in both grade-level and House collaborative teams, building relationships within their Houses and across Houses.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district. **Root Cause:** We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.

**Problem Statement 2 (Prioritized):** There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Our families value education. They focus on academics and need more understanding of multiple measures of success.

**Problem Statement 3 (Prioritized):** There is a need to support and educate families in supporting their learners at home, both social-emotionally and academically. **Root Cause:** Many of our parents do not feel confident in supporting learners academically or social-emotionally.

**Problem Statement 4 (Prioritized):** There is a need to identify and align practices supporting equity, equality, and inclusion. **Root Cause:** There is a need for systemic knowledge and understanding about how equity, equality, and inclusion impact others.

**Problem Statement 5 (Prioritized):** There is a need to continue refining our district and campus safety protocols. **Root Cause:** Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

# Priority Problem Statements

**Problem Statement 4:** There is need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth.

**Root Cause 4:** A large part of our students (about 23%) are Emergent Bilingual Learners.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 1:** There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 1:** Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 5:** There is a need for ongoing professional learning.

**Root Cause 5:** As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 3:** There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district.

**Root Cause 3:** We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 2:** There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions.

**Root Cause 2:** Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 9:** There is a need for ongoing work as Professional Learning Communities.

**Root Cause 9:** As we continue to grow as a campus, and as we have added new staff members this year, it is necessary to align our practices and continue to refine the work we do as collaborative teams.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 6:** There is a need to identify and elevate additional measures of success for learners.

**Root Cause 6:** Our families value education. They focus on academics and need more understanding of multiple measures of success.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 10:** Based on Spring 2022 TELPAS data, our Emergent Bilinguals need the most growth in the areas of speaking and listening.

**Root Cause 10:** A lot of this lack of growth is due to virtual learning during the Covid pandemic over the past couple of years.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** There is a need for training and support for Multi-Tiered Systems of Support (MTSS).

**Root Cause 11:** Though we have been doing many pieces of MTSS already, this is a new term and updated approach for educators and staff.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 7:** There is a need to support and educate families in supporting their learners at home, both social-emotionally and academically.

**Root Cause 7:** Many of our parents do not feel confident in supporting learners academically or social-emotionally.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 12:** There is a need to focus on digital citizenship more intentionally throughout the year with learners and families.

**Root Cause 12:** District resources are provided for the beginning of the year, but more is needed throughout the year as learners have constant access to technology throughout the day at home.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 14:** There is a need to provide more student leadership opportunities.

**Root Cause 14:** We have had limited opportunities to develop student leadership due to being a newer campus and most learners participating in virtual learning over the past two years.

**Problem Statement 14 Areas:** School Processes & Programs

**Problem Statement 8:** There is a need to identify and align practices supporting equity, equality, and inclusion.

**Root Cause 8:** There is a need for systemic knowledge and understanding about how equity, equality, and inclusion impact others.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 13:** There is a need to continue refining our district and campus safety protocols.

**Root Cause 13:** Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

**Problem Statement 13 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Student Achievement Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices







# Goals

**Goal 1: Personal Growth and Experiences:** At Canyon Ranch Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 1:** All K-5th learners will be provided high quality Tier 1 instruction that is aligned to the TEKS

**Evaluation Data Sources:** STAAR data, Response to Intervention data, district universal screener data, TELPAS data, attendance at Learning Academies for reading and math, Professional Learning opportunities, Team Time agendas, walkthroughs and observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Educators will utilize collaborative team time, House meetings, and grade-level meetings to unpack High Priority Learning Standards, create common formative assessments, and plan for intervention and enrichment. Each team will select a "focus area" and create a team goal to track.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will be confident of the High Priority Learning Standards in their grade-level and what mastery looks like.</p> <p>Educators will design high quality Tier 1 instruction and quality intervention and enrichment to meet the needs of all learners, utilizing our instructional coach, librarian, GT facilitator, and Language Acquisition Specialists as resources for collaboration.</p> <p>All learners will demonstrate mastery or anticipated growth of the High Priority Learning Standards.</p> <p><b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Instructional Coach, Language Acquisition Specialists, GT Facilitator, Librarian</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will learn effective reading strategies and implement with learners.</p> <p><b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Instructional Coach, Language Acquisition Specialists, GT Specialist, Librarian</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. <b>Strategy's Expected Result/Impact:</b> Educators will learn and implement effective math strategies for supporting learners and will track intervention data to make instructional decisions. <b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Instructional Coach  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educators will participate in professional learning and support in implementing Tier 1 instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. <b>Strategy's Expected Result/Impact:</b> Educators will deepen their knowledge of small group instruction and formative assessment strategies.  Educators will apply learning from professional learning, and Tier 1 instruction will be impacted.  All learners will demonstrate mastery or anticipated growth of High Priority Learning Standards. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators, Language Acquisition Specialists, GT Specialist  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:





Student Learning
<b>Problem Statement 1:</b> There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.
<b>Problem Statement 2:</b> There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions. <b>Root Cause:</b> Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

**Goal 1: Personal Growth and Experiences:** At Canyon Ranch Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 2:** Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

**Evaluation Data Sources:** STAAR data, TELPAS data, Response to Intervention data, district universal screener data, Common Formative Assessments, Panorama Student Success Platform, MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Educators will analyze qualitative and quantitative data as collaborative teams, including Common Formative Assessments, to make instructional and behavioral decisions for all learners. Educators will identify learners in need of additional support for targeted intervention or enrichment. Learners who are identified to be at-risk, will be supported through our common intervention/enrichment time (Den Time) as well as additional tutoring opportunities using State Comp Ed funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will identify learners who meet the criteria for additional, targeted intervention (State Comp Ed).</p> <p>Learners will receive targeted intervention and extensions.</p> <p>Learners will make anticipated growth on High Priority Learning Standards.</p> <p><b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Instructional Coach, Language Acquisition Specialists, GT Facilitator</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> extra duty pay for tutors - 199 - State Comp Ed - 199-11-6118-00-113-24-000 - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and support for the implementation of Panorama Student Success Platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will utilize the Panorama Student Success Platform to interpret multiple sources of data and to make decisions regarding the social-emotional wellbeing of learners, as well as their academic success and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Instructional Coach, Educators, Language Acquisition Specialists, GT Facilitator</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue building proficiency in using data analysis protocols in order to enhance student learning outcomes through our Professional Learning Communities, structures, and processes. <b>Strategy's Expected Result/Impact:</b> Educators will become proficient in using data protocols to target learner growth and make instructional decisions. <b>Staff Responsible for Monitoring:</b> Educators, Instructional Coach, Language Acquisition Specialists, Campus Administrators  <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educators will use data sources such as MAP, DRAs, istation, and running records to identify at-risk learners in need of intervention and support. Additional resources will be purchased and used to target to target these skills. <b>Strategy's Expected Result/Impact:</b> Learners will show growth as measured by school data sources such as DRAs, running records, mClass, and MAP. <b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Instructional Coach, Language Acquisition Specialists  <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Phonological Awareness Resources, Math resources - 199 - State Comp Ed - 199-11-6329-00-113-24-000 - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Train and support educators to understand and implement MTSS (Multi-Tiered Systems of Support). <b>Strategy's Expected Result/Impact:</b> Educators will have a greater understanding of MTSS and how to support learners in various ways.  Our systems will be aligned across the campus, and we will look at various data sources when making decisions about learners, including academic data, counseling data, behavior data, and language acquisition data. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, Counselors, Language Acquisition Specialists, Special Education educators, Instructional Coach  <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 2:** There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions. **Root Cause:** Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards.

### School Processes & Programs

**Problem Statement 2:** There is a need for ongoing work as Professional Learning Communities. **Root Cause:** As we continue to grow as a campus, and as we have added new staff members this year, it is necessary to align our practices and continue to refine the work we do as collaborative teams.

**Problem Statement 3:** There is a need for training and support for Multi-Tiered Systems of Support (MTSS). **Root Cause:** Though we have been doing many pieces of MTSS already, this is a new term and updated approach for educators and staff.

### Perceptions

**Problem Statement 1:** There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district. **Root Cause:** We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place.

**Goal 1: Personal Growth and Experiences:** At Canyon Ranch Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 3:** Student achievement and progress levels will exceed state standards/averages for all student groups.

**Evaluation Data Sources:** STAAR data, TELPAS data, MAP data, Panorama Student Success platform, RtI data, HB4545 data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide resources and training to support educators in identifying the proficiency levels of Emergent Bilingual learners and planning appropriate classroom instructional strategies to support them. <b>Strategy's Expected Result/Impact:</b> Educators will use the proficiency levels consistently to use appropriate instructional strategies and accommodations for Emergent Bilinguals.  Emergent Bilingual learners will show anticipated growth in academics and language development. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators, Language Acquisition Specialists, Gifted and Talented Specialist, Special Education educators  <b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support. <b>Strategy's Expected Result/Impact:</b> Learners will make growth in targeted areas and meet standards on the next state assessment. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators, Language Acquisition Specialists  <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, Emergent Bilinguals, migrant learners, Tier 2 and 3 learners, and Gti learners with their overall academic and social-emotional needs. <b>Strategy's Expected Result/Impact:</b> Learners will receive at least 30 hours of additional tutoring to target their areas of growth.  Learners will make anticipated growth. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Educators, Language Acquisition Specialists, Special Education educators  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educators will participate in campus learning walks to capture evidence of instructional strategies being used to support our Emergent Bilingual learners, and we will showcase that evidence to learn ideas from each other. <b>Strategy's Expected Result/Impact:</b> Educators will increase their knowledge about effective instructional strategies to support Emergent Bilingual learners.  Emergent Bilingual learners will make growth in language acquisition, academically, and social-emotionally. <b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Language Acquisition Specialists, Instructional Coach  <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There is need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth. <b>Root Cause:</b> A large part of our students (about 23%) are Emergent Bilingual Learners.
Student Learning
<b>Problem Statement 1:</b> There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards. <b>Problem Statement 2:</b> There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions. <b>Root Cause:</b> Though most of our learners showed great academic growth, we want to maintain this progress. There are also still learners who did not meet grade-level standards. <b>Problem Statement 3:</b> Based on Spring 2022 TELPAS data, our Emergent Bilinguals need the most growth in the areas of speaking and listening. <b>Root Cause:</b> A lot of this lack of growth is due to virtual learning during the Covid pandemic over the past couple of years.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is a need for ongoing professional learning. <b>Root Cause:</b> As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.



**Goal 2: Authentic Contributions:** At Canyon Ranch Elementary, we will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 1:** All K-5th grade learners will participate in at least two activities focused on career, college, and life readiness.

**Evaluation Data Sources:** Curriculum documents, Panorama Survey data, lesson plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and resources to educators enhancing curriculum connections to real-world application in learning. <b>Strategy's Expected Result/Impact:</b> Educators will learn new ways to connect learning to the real-world, and they will apply this learning to design meaningful learning experiences. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, Instructional Coach, GT Specialist  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> There is a need to identify and elevate additional measures of success for learners. <b>Root Cause:</b> Our families value education. They focus on academics and need more understanding of multiple measures of success.

**Goal 2: Authentic Contributions:** At Canyon Ranch Elementary, we will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 2:** All K-5th grade learners will have multiple opportunities to highlight and showcase evidence of academic growth and social-emotional learning and interests/passions. (i.e. service learning, digital portfolios, presentations, goal setting, etc.)

**Evaluation Data Sources:** Bulb portfolios, learner goal setting

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning . <b>Strategy's Expected Result/Impact:</b> Learners will create entries for their digital portfolios using Bulb, showcasing evidence of learning both academically and social-emotionally.  Learners will be able to reflect on their own growth over time. <b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Instructional Coach, Digital Learning Coaches  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. <b>Strategy's Expected Result/Impact:</b> Educators will create and use authentic assessments to assess understanding.  Learners will have opportunities to show their understanding in multiple ways. <b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Instructional Coach  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will develop and implement new campus leadership opportunities for learners, including recess helpers, a leadership council, and safety patrol. <b>Strategy's Expected Result/Impact:</b> Learners will develop as leaders on campus and take ownership.	Formative			Summative
	Nov	Feb	Apr	June

<b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators  <b>Problem Statements:</b> School Processes & Programs 4					
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Performance Objective 2 Problem Statements:**





School Processes & Programs
<b>Problem Statement 4:</b> There is a need to provide more student leadership opportunities. <b>Root Cause:</b> We have had limited opportunities to develop student leadership due to being a newer campus and most learners participating in virtual learning over the past two years.
Perceptions
<b>Problem Statement 2:</b> There is a need to identify and elevate additional measures of success for learners. <b>Root Cause:</b> Our families value education. They focus on academics and need more understanding of multiple measures of success.

**Goal 3: Well-Being and Mindfulness:** At Canyon Ranch Elementary, we will learn, engage, and work in a safe, inclusive and responsive environment.

**Performance Objective 1:** Canyon Ranch Elementary educators will use current and new curriculum documents, attend training, and implement specific programs to provide needed support/resources for counseling and social-emotional learning.

**Evaluation Data Sources:** Panorama data, learner achievement data, Counselor data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will align the implementation of social-emotional support structures: class meetings, check-ins, restorative practices. Professional learning will be continue on the campus in restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> All educators will be comfortable and knowledgeable about our consistent social-emotional support structures.</p> <p>Learners will be provided social-emotional support in all classrooms.</p> <p>Educators will use restorative practices consistently.</p> <p><b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Counselors, Instructional Coach</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will continue providing training and supports for educators, learners, and families regarding digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will have the knowledge and resources to support digital safety with learners.</p> <p>Learners will practice digital safety and digital citizenship.</p> <p>Parents will be more educated about how to support their children with digital safety and citizenship at home.</p> <p><b>Staff Responsible for Monitoring:</b> Educators, Campus Administrators, Digital Learning Coaches, Librarian</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize district curriculum documents and Second Step to support social-emotional learning and character education. We will include required character traits per TEA. <b>Strategy's Expected Result/Impact:</b> Educators will consistently use Second Step to provide weekly social-emotional and character lessons.  Learners will learn about character words, including those required per TEA. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, Counselors  <b>Problem Statements:</b> Perceptions 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Integrate curriculum supports for implementation of new health TEKS and specific requirements set by the state. <b>Strategy's Expected Result/Impact:</b> Educators will be aware of health TEKS and how to integrate them into the curriculum.  Learners will participate in learning experiences based on the new health TEKS. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, Counselors, PE Educators, Instructional Coach  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> There is a need to focus on digital citizenship more intentionally throughout the year with learners and families. <b>Root Cause:</b> District resources are provided for the beginning of the year, but more is needed throughout the year as learners have constant access to technology throughout the day at home.
Perceptions
<b>Problem Statement 1:</b> There is a need to continue focus on the social emotional wellness of learners, and to align our campus SEL initiatives with the district. <b>Root Cause:</b> We continue to see how a learner's social-emotional development impacts learner growth. Also, new district initiatives have been put in place. <b>Problem Statement 3:</b> There is a need to support and educate families in supporting their learners at home, both social-emotionally and academically. <b>Root Cause:</b> Many of our parents do not feel confident in supporting learners academically or social-emotionally.

**Goal 3: Well-Being and Mindfulness:** At Canyon Ranch Elementary, we will learn, engage, and work in a safe, inclusive and responsive environment.

**Performance Objective 2:** Canyon Ranch Elementary will continue to provide clarity, communicate systems, and provide intentional training to ensure alignment with practices/supports across the district.

**Evaluation Data Sources:** Panorama data, library data, walkthroughs and observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. <b>Strategy's Expected Result/Impact:</b> We will align our practices and ensure equity. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, Special Education Educators, Language Acquisition Specialists, Counselor  <b>Problem Statements:</b> Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 4:</b> There is a need to identify and align practices supporting equity, equality, and inclusion. <b>Root Cause:</b> There is a need for systemic knowledge and understanding about how equity, equality, and inclusion impact others.

**Goal 4:** Organizational Improvement and Strategic Design: At Canyon Ranch Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

**Performance Objective 1:** We will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

**Evaluation Data Sources:** Meeting agendas, survey feedback, walkthroughs, TTESS observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue refining our work as a Professional Learning Community and MTSS, aligning our practices and utilizing the 4 Questions more deeply as collaborative teams and growing in our school-wide common intervention/enrichment time (Den Time). <b>Strategy's Expected Result/Impact:</b> Educators will become more proficient in answering each of the 4 questions of PLC.  Educators will become more familiar with MTSS and how to support learners in various ways.  Instruction will be impacted by the results of the work as collaborative teams, and as a result, learners will make growth. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators, Counselors, Language Acquisition Specialists  <b>Problem Statements:</b> School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Align and provide support for our campus concerning needs for professional learning. <b>Strategy's Expected Result/Impact:</b> Our campus needs assessment will drive our professional learning plan.  Educators will have voice concerning needs for professional learning. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators, Instructional Coach, Language Acquisition Specialists  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

### School Processes & Programs

**Problem Statement 1:** There is a need for ongoing professional learning. **Root Cause:** As the needs on our campus change, and new staff is added, ongoing, targeted professional learning is required to sustain our practices and systems.





**Problem Statement 2:** There is a need for ongoing work as Professional Learning Communities. **Root Cause:** As we continue to grow as a campus, and as we have added new staff members this year, it is necessary to align our practices and continue to refine the work we do as collaborative teams.



**Goal 4:** Organizational Improvement and Strategic Design: At Canyon Ranch Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

**Performance Objective 2:** At Canyon Ranch Elementary, we will continue to investigate and provide tools and strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

**Evaluation Data Sources:** Panorama data, learner portfolios, STAAR data, classroom assessment data, attendance data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue implementing a CISD Community Based Accountability System (CBAS). <b>Strategy's Expected Result/Impact:</b> Learners will be able to show growth not just in academics, but in other areas, as well.  Educators and campuses will use multiple measures of success, not just achievement data.  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





#### Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> There is a need to identify and elevate additional measures of success for learners. <b>Root Cause:</b> Our families value education. They focus on academics and need more understanding of multiple measures of success.

**Goal 4:** Organizational Improvement and Strategic Design: At Canyon Ranch Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

**Performance Objective 3:** At Canyon Ranch Elementary, we will continue to review and maintain safety and security practices and will work to implement any additional strategies or protocols put in place by the state or district.

**Evaluation Data Sources:** safety drill data in Raptor, weekly door sweep documentation, safety meeting attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure all safety drills take place within our campus. Specific training for staff and learners concerning safety practices will occur. <b>Strategy's Expected Result/Impact:</b> Educators will be training to implement the new Raptor system for conducting drills.  Educators will be prepared for all drill scenarios. <b>Staff Responsible for Monitoring:</b> Campus Administrators, all Educators and Staff  <b>Problem Statements:</b> Perceptions 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement door sweeps on campus at least once a week during instructional days. <b>Strategy's Expected Result/Impact:</b> Weekly door sweeps will be conducted, and any problems will be addressed in a timely manner. <b>Staff Responsible for Monitoring:</b> Campus Administrators, front office staff, District Safety Coordinator, campus School Resource Deputies  <b>Problem Statements:</b> Perceptions 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 5:</b> There is a need to continue refining our district and campus safety protocols. <b>Root Cause:</b> Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	extra duty pay for tutors	199-11-6118-00-113-24-000	\$1,500.00
1	2	4	Phonological Awareness Resources, Math resources	199-11-6329-00-113-24-000	\$4,000.00
Sub-Total					\$5,500.00