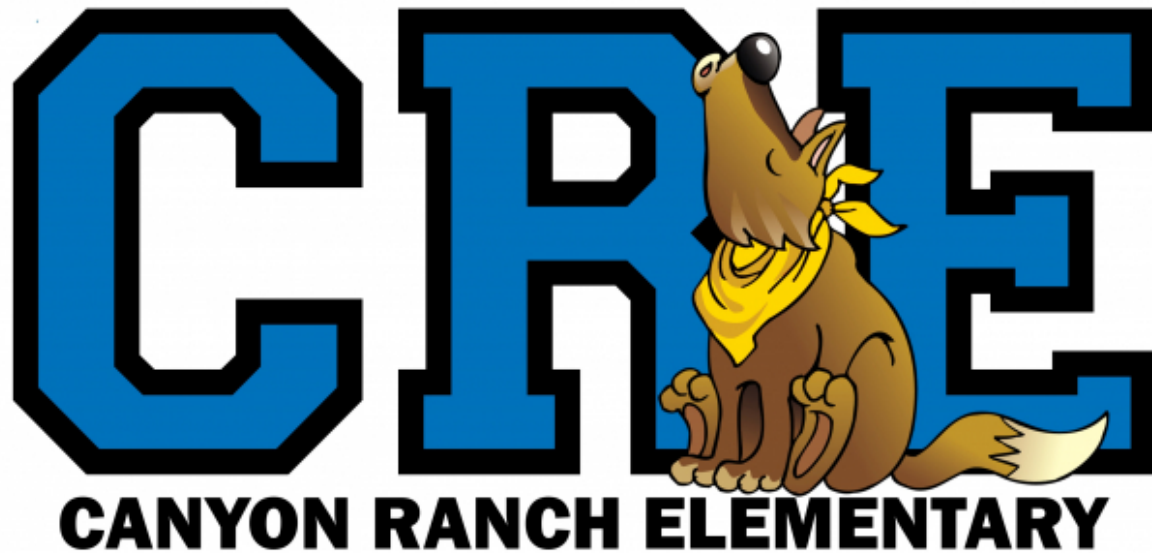


Coppell Independent School District

Canyon Ranch Elementary

2025-2026 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

DEMOGRAPHICS

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. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Canyon Ranch serves a majority Asian student population in grades EC-5. In the 2024-25 school year, total enrollment was 715 which represents an increase of 0.4% since 2020-21 (712 learners).

In 2024-25, the student population was 82.8% Asian, 5.7% White, 4.9% Hispanic, 3.9% African American, 0.7% American Indian/Alaskan Native, and 2% multi-racial. Females made up 47.7% of the learners and males represented 52.3%. Our economically disadvantaged percentage was 8.7%.

Our Emergent Bilingual (EB) population consisted of 218 learners that made up 30.5% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (28.4%), Tamil (12.8%), Hindi (11%), Nepali (6.9%), and Arabic (3.2%). Additionally, 10.1% of our EBs were also economically disadvantaged.

Our 78 gifted and talented learners constituted 10.9% of our population. Our gender split in the GT group was 33.3% female and 66.7% male. Of the four major ethnic groups, our GT learners were 93.6% Asian, 1.3% White, 2.6% Hispanic and 2.6% African American.

We had 93 learners that qualified for special education services, which represented 13% of our population. There were 11 learners with 504 accommodations, which was 1.5% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.39%, which increased by 0.8% from the prior year.

STAFFING

Canyon Ranch employed 47 educators and 11 instructional aides in the 2024-25 school year. The number of teachers decreased by 5 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 4.3% Asian, 87.2% White, and 8.5% Hispanic. Females made up 95.7% of the educators and males represented 4.3%.

Overall, our educators had a varying level of professional experience: 14.9% (7) were new to teaching with 0-1 years of experience, 46.8% (22) had 2-5 years, 17% (8) had 6-10 years, 10.6% (5) had 11-15 years, 6.4% (3) had 16-20 years, and 4.3% (2) had more than 20 years. Looking at longevity within the district, 48.9% of our teachers had 0-1 years in district, 46.8% had 2-5 years, and 4.3% had 6-10 years. The average years of professional experience was 6.3 with 2.1 years in the district.

Advanced degrees were held by 23.4% of our teachers: 11 with master's degrees. Our campus principal had 16 years of career experience in a professional position (not necessarily as a principal) and 16 years in Coppell. Our assistant principal had an average of 15.5 years of professional experience and 6.5 years in the district.

Our educator retention rate from 2024-25 to 2024-25 was 82%. For educational aides it was 27.3%. We hired 9 new teachers in 2024-25. The characteristics of our new teachers were as follows: 88.9% White, 11.1% Hispanic, 0% African American, 88.9% female, 11.1% male, 44.5% new to teaching, 33.3% with 2-5 years of professional experience, 11.1% with 11-15 years, 11.1% with 16-20 years, and 19.1% new to the campus. The average years of professional experience was 4.5 with 0.2 years in the district. 0% 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.
- We increased our average daily attendance rate every 9 weeks last year.
- We have two Language Acquisition Specialists and an ESL aide to help support our growing number of Emergent Bilinguals.
- Our educators who are new to the profession are supported in several ways. They are assigned mentors. They are also supported by our administrators, Learning Coach, Language Acquisition Specialists, and the GT Specialist.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth.

Root Cause: A large part of our students are Emergent Bilingual Learners. Though we are showing growth overall, many learners remain at the Intermediate/Advanced levels.

Problem Statement 2 (Prioritized): There is a need to promote the importance of attendance and increase our attendance percentage for learners for both academic and funding purposes.

Root Cause: Our learners often miss school for reasons other than being sick, including extended vacations, appointments, or other personal reasons. Many families are not informed about the importance of attendance.

Student Learning

Student Learning Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click [HERE](#) for an explanation if needed.

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Canyon Ranch Elementary					
Total Students	57	43	33	52	46
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	39.53%	72.73%	44.23%	39.13%
1 Level Higher	0%	48.84%	18.18%	40.38%	47.83%
2 Levels Higher	3.51%	0%	0%	1.92%	2.17%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.69	3	2.56	3.13	3.13
No Rating	0%	0%	0%	0%	0%
Beginning	8.77%	0%	6.06%	0%	0%
Intermediate	26.32%	18.60%	36.36%	23.08%	15.22%
Advanced	40.35%	51.16%	48.48%	42.31%	52.17%
Advanced High	24.56%	30.23%	9.09%	34.62%	32.61%
Listening Raw Score	0	0	19.58	23.65	19.76
Listening Scale Score	0	0	1608.48	1675	1537.09
Speaking Raw Score	0	0	24.27	26.73	27.7
Speaking Scale Score	0	0	1499.45	1528.54	1533.2

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	13.64	17.19	29.17
Writing Scale Score	0	0	1499.55	1502.98	1551.2
Reading Raw Score	0	0	16.73	22.21	25.02
Reading Scale Score	0	0	1507.21	1582.98	1622
Economic Disadvantage					
Total Students	6	2	3	2	9
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	50%	33.33%	0%	33.33%
1 Level Higher	0%	50%	0%	50%	33.33%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.25	3.25	1.77	2.9	2.98
No Rating	0%	0%	0%	0%	0%
Beginning	16.67%	0%	33.33%	0%	0%
Intermediate	33.33%	0%	66.67%	50%	22.22%
Advanced	50%	50%	0%	0%	55.56%
Advanced High	0%	50%	0%	50%	22.22%
Listening Raw Score	0	0	16	18.5	18.78
Listening Scale Score	0	0	1546.67	1580	1548.78
Speaking Raw Score	0	0	22	24.5	28.67
Speaking Scale Score	0	0	1466.33	1504.5	1573.33
Writing Raw Score	0	0	8	15.5	26.56
Writing Scale Score	0	0	1414.33	1481.5	1521.89
Reading Raw Score	0	0	7	22	22.56
Reading Scale Score	0	0	1401.33	1573.5	1592
American Indian/Alaskan Native					
Total Students	-	-	-	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Date Taken	-	-	-	-	-
Lower/Same Level	-	-	-	-	-
1 Level Higher	-	-	-	-	-
2 Levels Higher	-	-	-	-	-
3 Levels Higher	-	-	-	-	-
TELPAS Composite Score	-	-	-	-	-
No Rating	-	-	-	-	-
Beginning	-	-	-	-	-
Intermediate	-	-	-	-	-
Advanced	-	-	-	-	-
Advanced High	-	-	-	-	-
Listening Raw Score	-	-	-	-	-
Listening Scale Score	-	-	-	-	-
Speaking Raw Score	-	-	-	-	-
Speaking Scale Score	-	-	-	-	-
Writing Raw Score	-	-	-	-	-
Writing Scale Score	-	-	-	-	-
Reading Raw Score	-	-	-	-	-
Reading Scale Score	-	-	-	-	-
Asian					
Total Students	53	41	30	48	42
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	36.59%	76.67%	45.83%	40.48%
1 Level Higher	0%	51.22%	16.67%	41.67%	47.62%
2 Levels Higher	3.77%	0%	0%	2.08%	2.38%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.64	3	2.59	3.14	3.17

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
No Rating	0%	0%	0%	0%	0%
Beginning	9.43%	0%	3.33%	0%	0%
Intermediate	26.42%	19.51%	36.67%	20.83%	14.29%
Advanced	41.51%	48.78%	50%	43.75%	50%
Advanced High	22.64%	31.71%	10%	35.42%	35.71%
Listening Raw Score	0	0	19.73	23.88	19.95
Listening Scale Score	0	0	1612.43	1678.65	1537.95
Speaking Raw Score	0	0	24.67	26.81	27.69
Speaking Scale Score	0	0	1505.4	1529.02	1531.21
Writing Raw Score	0	0	13.83	17.42	29.64
Writing Scale Score	0	0	1503.4	1506.08	1556.4
Reading Raw Score	0	0	17.03	22.29	25.21
Reading Scale Score	0	0	1510.43	1584.23	1625.17
Black/African American					
Total Students	1	1	-	-	-
Date Taken	03/01/25	03/01/25	-	-	-
Lower/Same Level	0%	100%	-	-	-
1 Level Higher	0%	0%	-	-	-
2 Levels Higher	0%	0%	-	-	-
3 Levels Higher	0%	0%	-	-	-
TELPAS Composite Score	4	2.8	-	-	-
No Rating	0%	0%	-	-	-
Beginning	0%	0%	-	-	-
Intermediate	0%	0%	-	-	-
Advanced	0%	100%	-	-	-
Advanced High	100%	0%	-	-	-
Listening Raw Score	0	0	-	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Scale Score	0	0	-	-	-
Speaking Raw Score	0	0	-	-	-
Speaking Scale Score	0	0	-	-	-
Writing Raw Score	0	0	-	-	-
Writing Scale Score	0	0	-	-	-
Reading Raw Score	0	0	-	-	-
Reading Scale Score	0	0	-	-	-
Hispanic					
Total Students	1	-	2	2	2
Date Taken	03/01/25	-	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	-	50%	0%	0%
1 Level Higher	0%	-	0%	50%	100%
2 Levels Higher	0%	-	0%	0%	0%
3 Levels Higher	0%	-	0%	0%	0%
TELPAS Composite Score	4	-	1.9	2.9	2.75
No Rating	0%	-	0%	0%	0%
Beginning	0%	-	50%	0%	0%
Intermediate	0%	-	50%	50%	0%
Advanced	0%	-	0%	0%	100%
Advanced High	100%	-	0%	50%	0%
Listening Raw Score	0	-	18	18.5	18
Listening Scale Score	0	-	1569	1580	1528
Speaking Raw Score	0	-	18.5	24.5	27
Speaking Scale Score	0	-	1417	1504.5	1544
Writing Raw Score	0	-	8.5	15.5	24.5
Writing Scale Score	0	-	1412	1481.5	1499
Reading Raw Score	0	-	11	22	22

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Scale Score	0	-	1447	1573.5	1579.5
Two or More Races					
Total Students	-	1	1	1	-
Date Taken	-	03/01/25	03/01/25	03/01/25	-
Lower/Same Level	-	100%	0%	100%	-
1 Level Higher	-	0%	100%	0%	-
2 Levels Higher	-	0%	0%	0%	-
3 Levels Higher	-	0%	0%	0%	-
TELPAS Composite Score	-	3	2.8	2.5	-
No Rating	-	0%	0%	0%	-
Beginning	-	0%	0%	0%	-
Intermediate	-	0%	0%	100%	-
Advanced	-	100%	100%	0%	-
Advanced High	-	0%	0%	0%	-
Listening Raw Score	-	0	18	21	-
Listening Scale Score	-	0	1569	1611	-
Speaking Raw Score	-	0	24	27	-
Speaking Scale Score	-	0	1486	1541	-
Writing Raw Score	-	0	18	9	-
Writing Scale Score	-	0	1559	1381	-
Reading Raw Score	-	0	19	12	-
Reading Scale Score	-	0	1531	1447	-
White					
Total Students	2	-	-	1	2
Date Taken	03/01/25	-	-	03/01/25	03/01/25
Lower/Same Level	0%	-	-	0%	50%
1 Level Higher	0%	-	-	0%	0%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
2 Levels Higher	0%	-	-	0%	0%
3 Levels Higher	0%	-	-	0%	0%
TELPAS Composite Score	2.5	-	-	3.3	2.65
No Rating	0%	-	-	0%	0%
Beginning	0%	-	-	0%	0%
Intermediate	50%	-	-	0%	50%
Advanced	50%	-	-	100%	50%
Advanced High	0%	-	-	0%	0%
Listening Raw Score	0	-	-	26	17.5
Listening Scale Score	0	-	-	1754	1528
Speaking Raw Score	0	-	-	27	28.5
Speaking Scale Score	0	-	-	1541	1564
Writing Raw Score	0	-	-	18	24
Writing Scale Score	0	-	-	1519	1494
Reading Raw Score	0	-	-	29	24
Reading Scale Score	0	-	-	1678	1598
Currently Emergent Bilingual					
Total Students	57	43	33	52	46
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	39.53%	72.73%	44.23%	39.13%
1 Level Higher	0%	48.84%	18.18%	40.38%	47.83%
2 Levels Higher	3.51%	0%	0%	1.92%	2.17%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.69	3	2.56	3.13	3.13
No Rating	0%	0%	0%	0%	0%
Beginning	8.77%	0%	6.06%	0%	0%
Intermediate	26.32%	18.60%	36.36%	23.08%	15.22%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Advanced	40.35%	51.16%	48.48%	42.31%	52.17%
Advanced High	24.56%	30.23%	9.09%	34.62%	32.61%
Listening Raw Score	0	0	19.58	23.65	19.76
Listening Scale Score	0	0	1608.48	1675	1537.09
Speaking Raw Score	0	0	24.27	26.73	27.7
Speaking Scale Score	0	0	1499.45	1528.54	1533.2
Writing Raw Score	0	0	13.64	17.19	29.17
Writing Scale Score	0	0	1499.55	1502.98	1551.2
Reading Raw Score	0	0	16.73	22.21	25.02
Reading Scale Score	0	0	1507.21	1582.98	1622
Special Ed Indicator					
Total Students	8	5	5	5	5
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	80%	100%	60%	40%
1 Level Higher	0%	20%	0%	20%	60%
2 Levels Higher	25%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3.1	2.06	1.68	2.88	2.42
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	20%	0%	0%
Intermediate	25%	80%	80%	40%	40%
Advanced	25%	20%	0%	40%	60%
Advanced High	50%	0%	0%	20%	0%
Listening Raw Score	0	0	12.2	16	11.2
Listening Scale Score	0	0	1498.8	1324.2	1185.4
Speaking Raw Score	0	0	21	22.4	22.2
Speaking Scale Score	0	0	1451.2	1253.2	1245.2

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	9.4	15.8	20.2
Writing Scale Score	0	0	1442.2	1484.4	1460
Reading Raw Score	0	0	10.8	18.6	18
Reading Scale Score	0	0	1443	1532	1529.8

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 4
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Canyon Ranch Elementary

Total Students	135	135	134
Raw Score	37	27	37
Scale Score	1637	1610	1693
Percent Score	71.70%	72.63%	71.74%
Approaches Grade Level (TX)	94.81%	91.85%	93.28%
Meets Grade Level (TX)	85.93%	80%	83.58%
Masters Grade Level (TX)	57.78%	47.41%	56.72%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	2.22%	2.22%	3.73%
Did Not Meet High	2.96%	5.93%	2.99%
Approaches Low	2.96%	3.70%	2.24%
Approaches High	5.93%	8.15%	7.46%
Meets	28.15%	32.59%	26.87%
Masters	57.78%	47.41%	56.72%

Economic Disadvantage

Total Students	9	8	21
Raw Score	37	25	30

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Scale Score	1630	1560	1578
Percent Score	71.15%	68.24%	57.23%
Approaches Grade Level (TX)	100%	87.50%	76.19%
Meets Grade Level (TX)	77.78%	87.50%	57.14%
Masters Grade Level (TX)	44.44%	12.50%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	9.52%
Did Not Meet High	0%	12.50%	14.29%
Approaches Low	0%	0%	9.52%
Approaches High	22.22%	0%	9.52%
Meets	33.33%	75%	23.81%
Masters	44.44%	12.50%	33.33%
American Indian/Alaskan Native			
Total Students	1	1	1
Raw Score	47	33	35
Scale Score	1808	1743	1629
Percent Score	90.38%	89.19%	67.31%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	100%	100%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Meets	0%	0%	100%
Masters	100%	100%	0%
Asian			
Total Students	114	115	107
Raw Score	38	28	39
Scale Score	1647	1629	1713
Percent Score	72.82%	74.64%	74.16%
Approaches Grade Level (TX)	95.61%	93.91%	95.33%
Meets Grade Level (TX)	86.84%	83.48%	87.85%
Masters Grade Level (TX)	61.40%	53.04%	60.75%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	2.63%	2.61%	2.80%
Did Not Meet High	1.75%	3.48%	1.87%
Approaches Low	2.63%	3.48%	0%
Approaches High	6.14%	6.96%	7.48%
Meets	25.44%	30.43%	27.10%
Masters	61.40%	53.04%	60.75%
Black/African American			
Total Students	6	6	5
Raw Score	39	22	19
Scale Score	1671	1492	1437
Percent Score	74.36%	59.01%	36.15%
Approaches Grade Level (TX)	100%	83.33%	60%
Meets Grade Level (TX)	100%	33.33%	0%
Masters Grade Level (TX)	50%	33.33%	0%
Date Taken	05/01/25	05/01/25	05/01/25

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	20%
Did Not Meet High	0%	16.67%	20%
Approaches Low	0%	16.67%	20%
Approaches High	0%	33.33%	40%
Meets	50%	0%	0%
Masters	50%	33.33%	0%
Hispanic			
Total Students	5	5	9
Raw Score	32	21	28
Scale Score	1548	1464	1559
Percent Score	61.92%	55.68%	54.27%
Approaches Grade Level (TX)	80%	60%	77.78%
Meets Grade Level (TX)	60%	60%	66.67%
Masters Grade Level (TX)	40%	0%	22.22%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	11.11%
Did Not Meet High	20%	40%	11.11%
Approaches Low	0%	0%	11.11%
Approaches High	20%	0%	0%
Meets	20%	60%	44.44%
Masters	40%	0%	22.22%
Two or More Races			
Total Students	1	1	2
Raw Score	30	27	41
Scale Score	1519	1576	1725

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Percent Score	57.69%	72.97%	78.85%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	0%	0%	50%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	100%	100%	50%
Masters	0%	0%	50%
White			
Total Students	8	7	10
Raw Score	31	23	41
Scale Score	1523	1494	1736
Percent Score	59.13%	61%	78.46%
Approaches Grade Level (TX)	87.50%	85.71%	100%
Meets Grade Level (TX)	75%	71.43%	90%
Masters Grade Level (TX)	25%	0%	80%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	12.50%	14.29%	0%
Approaches Low	12.50%	0%	10%
Approaches High	0%	14.29%	0%
Meets	50%	71.43%	10%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Masters	25%	0%	80%
Currently Emergent Bilingual			
Total Students	50	50	46
Raw Score	33	23	33
Scale Score	1554	1521	1610
Percent Score	63.35%	63.19%	62.88%
Approaches Grade Level (TX)	90%	86%	89.13%
Meets Grade Level (TX)	78%	70%	73.91%
Masters Grade Level (TX)	40%	28%	34.78%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	6%	6%	6.52%
Did Not Meet High	4%	8%	4.35%
Approaches Low	4%	6%	4.35%
Approaches High	8%	10%	10.87%
Meets	38%	42%	39.13%
Masters	40%	28%	34.78%
First Year of Monitoring			
Total Students	5	5	15
Raw Score	40	31	42
Scale Score	1680	1705	1766
Percent Score	76.15%	83.78%	80.38%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	93.33%
Masters Grade Level (TX)	80%	80%	73.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	6.67%
Meets	20%	20%	20%
Masters	80%	80%	73.33%
Second Year of Monitoring			
Total Students	21	21	6
Raw Score	45	33	48
Scale Score	1767	1800	1918
Percent Score	85.71%	90.09%	91.67%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	95.24%	100%
Masters Grade Level (TX)	95.24%	90.48%	100%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	4.76%	0%
Meets	4.76%	4.76%	0%
Masters	95.24%	90.48%	100%
Third Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR Reading Language Arts, Grade 3
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Special Ed Indicator			
Total Students	14	14	20
Raw Score	30	21	26
Scale Score	1515	1480	1525
Percent Score	57.42%	56.76%	49.23%
Approaches Grade Level (TX)	78.57%	71.43%	60%
Meets Grade Level (TX)	57.14%	50%	45%
Masters Grade Level (TX)	35.71%	14.29%	20%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	7.14%	7.14%	20%
Did Not Meet High	14.29%	21.43%	20%
Approaches Low	7.14%	0%	5%
Approaches High	14.29%	21.43%	10%
Meets	21.43%	35.71%	25%
Masters	35.71%	14.29%	20%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR F

As we move into the 2025-2026 school year, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

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 over 90% of learners scoring Approaches Grade Level or higher across Reading and Math.
- A large percentage of learners are not just meeting, but exceeding grade-level expectations on STAAR.
 - 57.8% Masters in Grade 3 Reading
 - 56.7% Masters in Grade 4 Reading
 - 80.6% Masters in Grade 5 Reading
 - 68.6% Masters in Grade 5 Math
- We had particularly strong performance in 5th grade with 97.84% Approaches in Reading and 100% Approaches in Math.
- Student growth data shows significant progress from Fall to Spring, especially in reading comprehension and foundational skills.
- mClass composite scores reflect consistent gains across Kinder-5th grades.

- Large percentages of our learners achieved "masters" on STAAR in Reading and Math.
- On STAAR, our largest percentage of learners who scored "masters" was in 4th grade Reading.
- Our Emergent Bilingual students continue to grow in their overall linguistic abilities. The majority of our Emergent Bilingual learners are progressing one or more proficiency levels per year, with many moving into Advanced and Advanced High levels by upper grades.

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 for Tiers 2 and 3.

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): There is a need to strengthen instruction and rigor in our Kinder-2nd grades, as data shows progress, but larger gaps in our younger grades.

Root Cause: There is sometimes less emphasis on rigor and frequent assessment or feedback to learners in our younger grades.

School Processes & Programs

School Processes & Programs Summary

The 2025-2026 school year is the seventh year for Canyon Ranch Elementary, a school serving about 680 Pre-Kindergarten through 5th grade learners. This year will be our second year to have Early Childhood and Pre-K learners on our campus.

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 (PLC). In 2025, Canyon Ranch was awarded the Promising Practices designation from Solution Tree to recognize our work as a PLC. 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 Multi-Tiered Systems of Support (MTSS) process to identify areas to target in intervention with learners. The MTSS 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

- 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 efforts were recognized by Solution Tree in 2025 with the Promising Practices designation.
- 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 MTSS/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 continued training and support for Multi-Tiered Systems of Support (MTSS).

Root Cause: Though we have been doing many pieces of MTSS already, we are continuing to strengthen our practices and on-board new staff members.

Problem Statement 4 (Prioritized): There is a need to establish systems and processes for Early Childhood on our campus, as well as a need to bring these staff members, learners, and families into the culture of our campus.

Root Cause: Early Childhood and Pre-K is only in its second year on our campus.

Problem Statement 5: There is a need to re-establish our CRE coaching team (GT Specialist, Learning Coach, LAS, Librarian) and collaborative team time with this group.

Root Cause: We have had many changes the past two years in staffing on our campus coaching team. We need to re-establish practices and time for them to meet together to collaborate on supporting educators.

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.

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. Our coaching team is comprised of our Language Acquisition Specialists, GT Specialist, Learning Coach, and Librarian. They collaborate together to provide support to educators in many different areas.

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.

Perceptions Strengths

- 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.
- Our parents are engaged, and we have a high attendance at school events.

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 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.

Problem Statement 4 (Prioritized): There is a need for more communication to stakeholders and professional learning in this area for our staff.

Root Cause: Parents desire an increase in the amount of communication about their learners' progress and information about our school. Educators needs more support in effective communication and crucial conversations with stakeholders.

Problem Statement 5 (Prioritized): There is a need to engage our community and families with school events and to showcase the learning in our building.

Root Cause: Families and the broader community may not fully understand or feel connected to the learning experiences and opportunities happening within our school and may not be meaningfully engaged.

Priority Problem Statements

Problem Statement 1: There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decisions.

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 2: There is a need to continue to provide a strong focus on high quality Tier I instruction and research-based classroom interventions for Tiers 2 and 3.

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 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 4: There is a 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 are Emergent Bilingual Learners. Though we are showing growth overall, many learners remain at the Intermediate/Advanced levels.

Problem Statement 4 Areas: Demographics

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 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 7: There is a need for ongoing work as Professional Learning Communities.

Root Cause 7: 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 7 Areas: School Processes & Programs

Problem Statement 8: There is a need for continued training and support for Multi-Tiered Systems of Support (MTSS).

Root Cause 8: Though we have been doing many pieces of MTSS already, we are continuing to strengthen our practices and on-board new staff members.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to continue refining our district and campus safety protocols.

Root Cause 9: Parents, community members, and staff have a greater desire to ensure safety of all stakeholders during the school day.

Problem Statement 9 Areas: Perceptions

Problem Statement 11: There is a need for more communication to stakeholders and professional learning in this area for our staff.

Root Cause 11: Parents desire an increase in the amount of communication about their learners' progress and information about our school. Educators need more support in effective communication and crucial conversations with stakeholders.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to establish systems and processes for Early Childhood on our campus, as well as a need to bring these staff members, learners, and families into the culture of our campus.

Root Cause 12: Early Childhood and Pre-K is only in its second year on our campus.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: There is a need to promote the importance of attendance and increase our attendance percentage for learners for both academic and funding purposes.

Root Cause 13: Our learners often miss school for reasons other than being sick, including extended vacations, appointments, or other personal reasons. Many families are not informed about the importance of attendance.

Problem Statement 13 Areas: Demographics

Problem Statement 14: There is a need to engage our community and families with school events and to showcase the learning in our building.

Root Cause 14: Families and the broader community may not fully understand or feel connected to the learning experiences and opportunities happening within our school and may not be meaningfully engaged.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: There is a need to strengthen instruction and rigor in our Kinder-2nd grades, as data shows progress, but larger gaps in our younger grades.

Root Cause 15: There is sometimes less emphasis on rigor and frequent assessment or feedback to learners in our younger grades.

Problem Statement 15 Areas: Student Learning

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
- 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 PK-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>Strategy 1: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 85% in June 2024 to 95% in June 2029.</p> <p>Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension</p> <ul style="list-style-type: none"> - Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction. - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data. - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension. - mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention. - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning. - Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills. - High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors." - Early Childhood staff receive Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math. <p>Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coaches, Language Acquisition Specialists, GT Specialist, Librarian</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 64% in June 2024 to 74% in June 2029.</p> <p>Strategy's Expected Result/Impact: - NWEA MAP data and different reports to track student growth in the area of early math foundational skills</p> <ul style="list-style-type: none"> - DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop. - Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning. - Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence. - Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills. - Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD <p>Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coaches</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: 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. Educators will align on instructional strategies being implemented. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Educators, Language Acquisition Specialists, GT Specialist Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD. Strategy's Expected Result/Impact: New educators will make growth in their teaching, expand their knowledge of best practices, and increase their understanding of CISD systems and structures. Learner achievement will be positively impacted when new educators make growth. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, BEAM mentors/mentees, Language Acquisition Specialists	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: We will re-establish our coaching team time (LAS, Learning Coach, Librarian, GT Specialist), and leverage coaching to enhance professional learning and Tier 1 instructional strategies. Strategy's Expected Result/Impact: -Educators will increase the use of coaching opportunities. -Educators will implement new instructional strategies that impact the growth of all learners. Staff Responsible for Monitoring: Campus Administrators, Language Acquisition Specialists, GT Specialist, Librarian, Learning Coach	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Teams will participate in learning walks during collaborative team time to observe their peers in order to gain new ideas and align practices across the campus. Strategy's Expected Result/Impact: -We will be more aligned as a campus. -Teams will share ideas for ways they use the 4 Questions of PLC to guide their work. Staff Responsible for Monitoring: Campus Administrators, Learning Coach Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: We will align the practices of collaborative team time with our Special Education team and our Early Childhood team to more intentionally use the 4 Questions of PLC to guide their work. Strategy's Expected Result/Impact: -These teams will gain a clearer understanding of using the 4 questions of a PLC to guide the work. -Learners will make growth, especially in our sub-populations. -Teams will consistently use data to make informed instructional decisions. Staff Responsible for Monitoring: Campus Administrators, Special Education educators, Early Childhood educators Problem Statements: School Processes & Programs 2, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Educators will deepen their understanding of the updated district curriculum documents and apply district resources to plan instruction. Strategy's Expected Result/Impact: -Educators will be in alignment with the district scope and sequence and resources. -Learners will make growth. -Educators will deepen their understanding of the curriculum and TEKS. Staff Responsible for Monitoring: Campus Administrators, Educators, Learning Coach Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
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 for Tiers 2 and 3. 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.

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 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.

Problem Statement 4: There is a need to establish systems and processes for Early Childhood on our campus, as well as a need to bring these staff members, learners, and families into the culture of our campus. **Root Cause:** Early Childhood and Pre-K is only in its second year on our campus.





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>Strategy 1: 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 during the day and after school using State Comp Ed funds. State Comp Ed funds will also be used for substitutes to provide educators time for analyzing data and instructional planning.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coaches, Language Acquisition Specialists, GT Specialist</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: extra duty pay for tutors - 199 - State Comp Ed - 199-11-6118-00-113-24-000 - \$500, substitutes for instructional planning - 199 - State Comp Ed - \$4,250, part time tutor during school day - 199 - State Comp Ed - 199-11-6128-00-113-24-000 - \$1,071</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Continue building proficiency in using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) in order to enhance student learning outcomes through our Professional Learning Communities, structures, and processes. Strategy's Expected Result/Impact: Educators will become proficient in creation of common formative assessments and using data protocols to target learner growth and make instructional decisions. There will be an increase in learner achievement as evidenced by scores on NWEA MAP, STAAR, TELPAS, mClass, and other district and classroom assessments. Staff Responsible for Monitoring: Educators, Learning Coaches, Language Acquisition Specialists, Campus Administrators Problem Statements: Student Learning 2 - School Processes & Programs 2, 3		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Train and support educators to understand, implement, and evaluate the effectiveness of MTSS (Multi-Tiered Systems of Support). Strategy's Expected Result/Impact: Educators will have a greater understanding of MTSS and how to support learners in various ways. Our MTSS systems will be aligned across the campus, using the Panorama Student Success Platform. We will look at various data sources when making decisions about learners, including academic data, counseling data, behavior data, and language acquisition data. Staff Responsible for Monitoring: Campus Administrators, Educators, Counselors, Language Acquisition Specialists, Special Education educators, Learning Coaches Problem Statements: School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Continue supporting Emergent Bilingual learners by enhancing academic vocabulary and other sheltered instruction strategies in professional learning opportunities. Strategy's Expected Result/Impact: 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. Educators will increase their use of Sheltered Instruction strategies and Content and Language Objectives. Staff Responsible for Monitoring: Language Acquisition Specialists, Principal, Assistant Principals, Learning Coaches, Educators Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: We will continue to strengthen the monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of intentional attendance intervention plans as needed. Strategy's Expected Result/Impact: There will be an increase in our attendance rates as a campus. There will be increased communication between schools, learners, and families regarding attendance and the impact on instruction and learner growth. There will be an increase in funding from the state due to attendance growth. Staff Responsible for Monitoring: Campus Administrators, District Administrators, Educators, Campus Secretary and Attendance Clerk Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Campus professional learning will be focused on data and assessment, including identifying success criteria, giving learners feedback, self-assessment and ownership, and data protocols. Strategy's Expected Result/Impact: -Educators will increase their understanding of data and assessment practices. -Educators will effectively use data to make informed instructional decisions. -Educators will gain new strategies for assessing learners. Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Language Acquisition Specialist Problem Statements: Student Learning 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to support our Emerging Bilingual Learners and families to achieve academic and social-emotional growth. Root Cause: A large part of our students are Emergent Bilingual Learners. Though we are showing growth overall, many learners remain at the Intermediate/Advanced levels.
Problem Statement 2: There is a need to promote the importance of attendance and increase our attendance percentage for learners for both academic and funding purposes. Root Cause: Our learners often miss school for reasons other than being sick, including extended vacations, appointments, or other personal reasons. Many families are not informed about the importance of attendance.
Student Learning
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 for Tiers 2 and 3. 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: 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: There is a need to strengthen instruction and rigor in our Kinder-2nd grades, as data shows progress, but larger gaps in our younger grades. Root Cause: There is sometimes less emphasis on rigor and frequent assessment or feedback to learners in our younger grades.
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.
Problem Statement 3: There is a need for continued training and support for Multi-Tiered Systems of Support (MTSS). Root Cause: Though we have been doing many pieces of MTSS already, we are continuing to strengthen our practices and on-board new staff members.

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 PK-5th grade learners will have opportunities to participate in learning that is relationship driven, related to the real-world, and engaging. Learning will allow for choice and individual learning styles, hands-on activities, service-oriented activities, and experiences that build a sense of community.

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

Strategy 1 Details	Reviews			
Strategy 1: Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation and alignment. Strategy's Expected Result/Impact: Learners will be participate in STEAM and will be exposed to career, college, and life readiness experiences. Learners will build stronger problem-solving and design thinking skills. Learners will build more understanding of CTE and career connections, as well as coding and digital tools. Learners will showcase their success in learning in varied ways, using goal setting tools, presentations, products, etc. to show understanding and growth. Staff Responsible for Monitoring: STEAM educator, Educators, Principal, Assistant Principals, Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators to enhance curriculum connections to real-world application and learning and strengthen understanding and implementation of Career Technical Education and Career, College, and Military Readiness. Strategy's Expected Result/Impact: Learners will be engaged in more real-world learning experiences, and they will be more aware of career, college, and life readiness opportunities. Educators will receive more training in highlighting real-world application in lesson design. There will be an increase in the use of business partners and resident experts to support curriculum connections. Staff Responsible for Monitoring: Educators, Campus Administrators, District Content Directors, Learning Coaches, Librarian, GT Specialist, LAS, Counselor	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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 PK-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			
Strategy 1: Establish clear expectations for Bulb portfolios usage in supporting staff goal setting and evidence collection, highlighting learner processes and products, and tracking learner growth with Student Learning Objectives (SLO) goals for Teacher Incentive Allotment (TIA) Strategy's Expected Result/Impact: 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. Educators will use Bulb portfolios to track learner growth and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth. Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coaches Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or creative practices, including a focus on communicating these experiences to their families and to the community. Strategy's Expected Result/Impact: Educators will create and use authentic assessments (performance tasks, rubrics, goal setting, reflection, presentations) to assess understanding. Learners will have opportunities to show their understanding in multiple ways and will receive intentional feedback. Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coaches Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Educators will participate in campus professional learning around assessment, including varied ways to assess learners. Strategy's Expected Result/Impact: Educators will learn new ways to assess learners. Educators will implement new assessment strategies with learners. Staff Responsible for Monitoring: Educators, Campus Administrators, Learning Coach Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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 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.
Perceptions
Problem Statement 2: 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.

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 3: We will have an intentional focus on using digital learning PK - 5th grade to ensure full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Sources: Curriculum documents, lesson plans, learner products, classroom observations, learning walks

Strategy 1 Details	Reviews			
Strategy 1: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences. Strategy's Expected Result/Impact: Educators will be trained on updated Technology TEKS and using technology effectively and in innovative ways to promote problem-solving and application of learning. Learners will use technology safely and responsibly. Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Coaches, Educators Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				





Performance Objective 3 Problem Statements:

Student Learning
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 for Tiers 2 and 3. 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.

Goal 3: Well-Being and Mindfulness: At Canyon Ranch Elementary, we will learn, engage, and work in a safe 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, mental health, and drug/alcohol awareness.

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

Strategy 1 Details	Reviews			
Strategy 1: We will align the implementation of social-emotional support structures and on-board new staff members: class meetings, check-ins, and restorative practices. Strategy's Expected Result/Impact: All educators will be comfortable and knowledgeable about our consistent social-emotional support structures. Learners will be provided social-emotional support in all classrooms. Educators will use restorative practices consistently. Staff Responsible for Monitoring: Educators, Campus Administrators, Counselors, Learning Coaches Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum supports to implement health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, responsible decision-making, and suicide prevention. This also includes recognizing suicide-related risk factors and warning signs (human sexuality, child abuse, family violence, dating violence, and sex-trafficking) and specific opt-in procedures for this content. Strategy's Expected Result/Impact: Learners will be engaged in activities related to the new health TEKS. Educators will be more aware of warning signs and risk factors. Learners will make growth academically and socially-emotionally and will be appropriately supported. Staff Responsible for Monitoring: Counselors, PE Educators, Educators, Campus Administrators, Learning Coaches Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

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

Performance Objective 2: Canyon Ranch Elementary will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline practices and supports.

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

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: We will align our practices and ensure equity. The Panorama Student Success platform will be used to track data and to support discussions of these areas during MTSS meetings. Discipline referrals will decrease. Staff Responsible for Monitoring: Campus Administrators, Educators, Special Education Educators, Language Acquisition Specialists, Counselor Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue offering training that supports a focus on mental health, trauma, well-being, restorative practices, behavior supports, and drug/alcohol/vaping awareness. Strategy's Expected Result/Impact: Counselors and educators will be trained in supporting these areas. Learners will make growth academically and socially-emotionally. Staff Responsible for Monitoring: Campus Administrators, District Administrators, Counselors, Educators Problem Statements: Perceptions 1, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

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.

Problem Statement 3: 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.

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			
Strategy 1: 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). Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators, Learning Coaches, Educators, Counselors, Language Acquisition Specialists Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Performance Objective 1 Problem Statements:

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.

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			
Strategy 1: Continue implementing a CISD Community Based Accountability System (CBAS) and using the pillars as a guide for organizational growth. Strategy's Expected Result/Impact: Educators will be more aware of the pillars of CBAS and the district implementation. 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. Staff Responsible for Monitoring: District Administrators, Campus Administrators, Educators Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: 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.

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			
Strategy 1: Ensure all safety drills take place within our campus. Specific training for staff and learners concerning safety practices will occur, and we will identify any additional needs of safety support to be implemented based on state requirements or recommendations. Strategy's Expected Result/Impact: Educators will be training to implement the new Raptor system for conducting drills. Educators will be prepared for all drill scenarios. Learners will be able to learn in a safe and secure environment. Staff Responsible for Monitoring: Campus Administrators, all Educators and Staff Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: 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.

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 4: We will continue to leverage a variety of communication tools and partnerships to increase clarity and consistency of district information and processes for stakeholders, as well as campus information and showcasing the learning to our families and community.

Evaluation Data Sources: parent engagement and grade-level and school events, parent feedback on Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: We will strengthen community partnerships and create meaningful opportunities for families to engage with our school, helping them better understand and connect with the learning that happens each day. This includes community events such as trunk-or-treat and Little Library, as well as grade-level academic showcases. Strategy's Expected Result/Impact: Attendance at the event will increase. Parents will be more involved. Staff Responsible for Monitoring: Educators, Campus Administrators Problem Statements: Perceptions 4, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will ensure our parents and stakeholders receive timely and relevant information about their children and their academic progress. Each grade-level will send a weekly newsletter as well as develop a communication plan for the types of work and communication that will go home this school year to keep parents informed. Strategy's Expected Result/Impact: Parents will be more engaged. Parents will feel more informed about their child's academic progress and how to support at home. Problem Statements: 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 4 Problem Statements:

Perceptions

Problem Statement 4: There is a need for more communication to stakeholders and professional learning in this area for our staff. **Root Cause:** Parents desire an increase in the amount of communication about their learners' progress and information about our school. Educators needs more support in effective communication and crucial conversations with stakeholders.

Problem Statement 5: There is a need to engage our community and families with school events and to showcase the learning in our building. **Root Cause:** Families and the broader community may not fully understand or feel connected to the learning experiences and opportunities happening within our school and may not not be meaningfully engaged.

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	\$500.00
1	2	1	substitutes for instructional planning		\$4,250.00
1	2	1	part time tutor during school day	199-11-6128-00-113-24-000	\$1,071.00
Sub-Total					\$5,821.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025